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ABSTRACT

This report describes special education in Anguilla (British West Indies) and in particular the work of one volunteer special needs teacher with the Voluntary Services Overseas (VSO) British charity. Introductory material describes the island's demography and reviews major facts of the island's primary and secondary education system. The work of the VSO teacher is then detailed for four areas: (1) working with mainstream teachers on remediation and prevention of reading failure; (2) developing a draft policy proposal for development of special education; (3) working directly with deaf pupils and assessing hearing; and (4) working with a blind pupil plus vision assessment. Results of working in each of these areas are discussed and specific recommendations are offered. General recommendations are also given concerning the special education system and structures currently in place and their effectiveness. Major recommendations include establishing a Coordinator for Special Education and appointment of an educational psychologist (who might also serve as the Special Education Coordinator), and emphasizing reading improvement to counter the very high percentage of students underachieving in this area. Appendices include lists of available instructional materials, sample forms, outlines of referral processes, and a draft policy proposal. (DB)

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THE DEVELOPMENT OF A COMPREHENSIVE APPROACH TO SPECIAL EDUCATION IN ANGUILLA

ED 416 611

Series of Caribbean Volunteer Publications

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THE DEVELOPMENT OF A COMPREHENSIVE APPROACH TO SPECIAL EDUCATION IN ANGUILLA

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Thanks to the Ministry of Education Anguilla and Voluntary Service Overseas for funding the project.

She sincerely hopes that the work done by her co-worker, colleagues and herself in establishing a foundation for the development of a comprehensive special education service will promote equal opportunities for all children in education and later in the world of work.

Dorothy Wearden VSO

26.01.96

FOREWORD

The purpose of this report is to describe the development of special needs education in Anguilla and to make recommendations for specific action and future approach.

The VSO volunteer has worked in partnership with her Anguillian co-worker now Co-ordinating Teacher, for three years to construct a comprehensive approach to special education from the perspective of a child's progress through school.

In co-operation with the Health and Welfare Department and with private sector funding, structures have been set in place for screening of vision, hearing and physical difficulties, as any defect in these areas can cause serious learning difficulties.

In the area of reading a system is in place to identify shortfalls in children's achievement; to enable teachers to respond to these with strategies and resources available and to communicate children's difficulties and attainment levels to succeeding class teachers.

Structures are also in place for the early identification of children with moderate and severe learning difficulties so that appropriate education can be given by Anguillian teachers trained in special needs.

INTRODUCTION

Anguilla is the most northerly of the Leeward islands, approximately 16 miles long by 2 miles wide, with an area of approximately 35 square miles. It has a population of 9,200 of which 2,780 are aged 3 - 18 years in pre, primary and secondary education. Most people work for the Government, in commerce, the tourist industry, construction, private enterprise, fishing and boat building. The island is developing as a centre for offshore banking.

There are 10 pre-schools, six primary schools and one comprehensive school with sixth Form, plus one private primary school. The pre and primary schools are situated at strategic points around the island, the comprehensive school is centrally placed in the Valley (Capital).

Primary and Secondary schooling is free. The pre-schools are run by private groups, mainly Christian churches, on a fee-paying basis, with Government assistance.

All schools and pre-schools have PTA's, some more active than others.

The administrative system in Anguilla is fairly new. Until 1967 Anguilla was governed as part of the Associated State of St. Kitts, Nevis and Anguilla. The political and social revolution of 1967 brought about self-government with the status of British Dependent Territory and for the first time education was administered locally.

Several education reviews have been carried out in response to requests by Government from 1983 to 1991.

As a result of these reviews many significant changes have taken place in the management and structure of the education system, the training of education personnel, curriculum development and development of special education services.

BACKGROUND

SECONDARY SECTOR

Prior to 1986 the education system in Anguilla was geared largely to the demands of the Common Entrance Examination (CEE) to secondary school, which was highly selective and academic in approach.

Annually approximately 40% of children aged 12 years moved into secondary school, with a further small percentage of pupils who had passed the under-14 entrance examination, plus those senior primary pupils aged below 16 years who had gained 5 passes in the Primary Attainment Certificate (PAC).

The traditional academic focus on the CEE was increasingly viewed as failing to address the needs of the majority of primary pupils and the emerging needs of the developing nation across the range of trades, occupations and professions.

One of the main concerns centred on the quality of education offered to those children who were not selected or who failed the CEE. The curriculum offered was restricted, and class teaching, learning by rote and use of the chalkboard were the most generally used teaching methods. "These children.... were allowed to drift in an unstimulating environment and leave school ill prepared to successfully negotiate the transition to a world of harsh economic reality and limited occupational opportunity". (Review of Ed. Mission Report Oct. 1983.1.5).

The education review team made recommendations aimed at promoting equality and opportunity for all. Two of these recommendations were the development of a broader based curriculum in the primary sector and the expansion of the secondary school into a fully comprehensive school. This was to come on line in September 1986 with an entry group comprising all students eligible to sit CEE, those eligible for the under-14 examination plus those below 16 who had the required PAC. Recommendations were made for increasing staff in most subject areas.

Recommendations were also made for a broader based curriculum for all with greater attention to individual differences, and mention was made of special programmes and facilities which would be offered exclusively for children with severe handicaps.

However, no specific recommendations were made to train mainstream teachers to meet the needs of those children in the lower and middle ranges of the ability/achievement scale, or to train teachers in special education.

Many of the children entering comprehensive school were unable to access the 'secondary' curriculum, the main problem area being reading, which affected access to the entire curriculum. The need was seen to train teachers in mixed ability teaching and curriculum modification and also to set up a special needs department to support those children who were unable to benefit from a mainstream curriculum.

In 1990 the Government of Anguilla, British Development Division and VSO agreed to fund the development of a project to include the building and equipping of a classroom block and provision of a VSO special needs teacher to set up the programme.

The Government of Anguilla undertook the training of an Anguillian teacher to take over as Co-ordinator of special education in the Comprehensive School, this came on line in September 1992 when the VSO volunteer posting ended.

PRIMARY SECTOR

The concerns expressed in the Education Review Report 1983 were highlighted by the transition to comprehensive education in 1986. The reading and learning problems encountered in the comprehensive school directed attention on to the large numbers of poor readers, underachievers and children with learning difficulties in the primary sector.

The following needs were addressed:-

a) The development of a broader based curriculum, (Educ. Review Rep. 1983)

b) Trained specialist support teachers to work alongside class teachers with underachievers and children with learning difficulties.

1991 The post of Education Officer Curriculum Development (EOCD.) was established and work began on curriculum development.

1990 An Anguillian teacher. trained in Special Needs in the U.K., returned to work in the six primary schools.

1991 The Special Needs teacher (reading specialist) began working, with a team of teachers drawn from the six primary schools and EOCD on a reading curriculum.

1991 The Report of the Review of the Education Sector and the First Five Year Development Plan for Education noted the need for early identification of impairment of hearing and sight, physical and mental handicaps through medical screening in pre-primary and secondary school.

1991 A school Health programme was drafted which made recommendations for screening of hearing and vision and the recruitment of school Health Nurses among other things.

1991 A survey was carried out by a Social Worker (NVP) into the nature and degrees of disabilities in children in the pre and primary schools. This report also recommended the need for early identification of disabilities, together with intervention programmes and parent counselling.

1992 The Professional Tutor, Teacher Training was mandated by the Parliamentary Secretary for Education to draft a Policy Proposal for the Development of Services for Children with Disabilities in Anguilla.

The Review Report (1991) recommended the recruitment of an additional learning support specialist. As a result of this the VSO teacher was recruited to take up the post in September 1992. The VSO was required to have a qualification in special education and a qualification or experience in working with the hearing impaired.

ANGUILLIAN/VSO SPECIAL NEEDS TEACHER'S PARTNERSHIP

TO DEVELOP A COMPREHENSIVE APPROACH TO SPECIAL EDUCATION

In August 1992 the VSO special needs (SN) teacher arrived to work with her Anguillian co-worker.

Her skill areas were -

- Nursery/Infant trained teacher.
- qualification in special needs and experience in working with children with severe and moderate learning difficulties
- teacher of the hearing impaired
- training and experience in working with the visually impaired.

The terms of reference for both teachers were the same and directed attention to:-

- the identification of children who were under-achieving and those with learning difficulties
- assisting the classroom teacher in developing programmes and alternative teaching strategies for under-achievers and slow learners.
- supporting children experiencing difficulty in class, particularly in reading
- liaising with parents and relevant agencies including pre-schools and comprehensive school
- assisting with in-service training.

In discussion with the Chief Education Officer (CEO) and Education Officer Primary (EOP) it was decided that the VSO SN teacher's skills could all be utilised within the framework of the existing terms of reference.

1. The VSO SN teacher would work with her co-worker in upgrading teachers' skills in teaching reading and working with under-achievers and slow learners in class and in withdrawal groups.

2. They would together work with the Professional Tutor, Teacher Training, in drawing up the Draft Policy Proposal for Special Education which would formulate long term plans special needs development in Anguilla.

2. They would together work with the Professional Tutor, Teacher Training, in drawing up the Draft Policy Proposal for Special Education which would formulate long term plans special needs development in Anguilla.

3. The VSO SN teacher would assess the needs of those children already referred to the DOE as having severe learning difficulties using observation and tests available.

4. She would work with the 1 blind and 3 deaf children and their teachers.

5. She would work on an initiative of the Medical and Health Department in the area of hearing assessment.

The work of the VSO SN teacher fell into 4 distinct areas:-

Area 1 working in mainstream with class teachers on remediation and prevention of reading failure with co-worker

Area 2 working on draft policy proposal for development of special education with co-worker.

Area 3 working with deaf pupils plus hearing assessment in liaison with Medical and Health Department.

Area 4 working with blind pupil plus vision assessment in liaison with Medical and Health Department

The following sections detail the structural development in each of the above areas. All were progressing simultaneously, but for clarity are described separately.

AREA 1

WORKING IN MAINSTREAM WITH CLASS TEACHERS ON REMEDIATION AND PREVENTION OF READING FAILURE

The following strengths were identified in the primary schools:-

- classes were small enough (approx 25) to allow for small group/individual teaching.
- most classrooms were large enough and well enough equipped with modern furniture to allow for easy re-arrangement for group work
- there was a reasonably good supply and variety of basal readers available in the schools
- the children were eager to read
- in general teachers were willing to request and accept help.

However some weaknesses were evident:-

- no tests were available to assess reading ability and to enable re-teaching when necessary and appropriate grouping
- the full range of basal readers was underused
- the need for supplementary reading material was evident
- there was a need for a formal means of monitoring and recording individual progress
- there was a need for a formal means of communicating reading ability/attainment levels to other teachers
- teachers' skills in the teaching of reading needed expanding and upgrading
- untrained teachers needed intensive support in the teaching of reading

These could be addressed in 3 areas:-

1. Resource management
2. Recording
3. Teacher support

1. RESOURCE MANAGEMENT

There are at least 4 reading schemes available in each school, plus 1 scheme used for remedial teaching reinforcing the range of reading skills (appendix 1) there are not enough books at each level to allow for large group or whole class reading.

The special needs (SN) teachers found that where class and large group reading was practised, 2 or even 3 children were sharing a book. It was evident that poorer readers were being carried along by their more able peers. Books being so shared, were badly handled, quickly became dirty and damaged and stocks were being depleted.

Several classes used the same sets of readers, consequently readers were not always available when children needed them. Teachers and classes were disturbed when other classes needed to use the books.

Sets of books were broken up and distributed around the school e.g. in library corners, teachers' desks, teachers' cupboards and Headteachers' offices. Many times the SN teachers had to trawl a school to find a set of books sufficient to use with a group.

Teachers tended to use one reading scheme only and to move children upwards through it rather than extending vocabulary, world knowledge and reading ability by moving children across the reading schemes. There was very little age/ability appropriate supplementary reading matter available in the classrooms.

Most library tables were uninviting with a small and generally inappropriate stock of well-used books.

Issues

- How could the supply of appropriate supplementary reading material be increased and maintained?
- What should be done to enable teachers to make best use of the reading schemes available?

Objective 1:- to increase and maintain the supply of reading material.

Strategies

Funding was obtained from various sources to supply racks and books for infant class libraries. PTAs were involved in projects to improve the quantity and quality of books available. The Ranfurly Library donated a large number of books.

Th SN teachers held a training session for infant teachers to introduce the book racks (a pendix 2). Boxes of books donated by Canadian Schools were put into class libraries, on ar xchange basis, together with advice on setting up and using a class library.

C straints

sal readers need ongoing replacement, particularly now, after excessive damage and loss to the hurricane. They are expensive to replace. Many books from the book boxes have en lost or so badly damaged as to be unusable. The SN teachers have accepted that less they distribute or exchange the book boxes, this valuable resource will not be effectively ed.

ter an initial good start some class libraries reverted to being dusty and unattractive with ooks unchanged.

Recommendations

1. PTAs parents and local businesses should be encouraged to join with the DOE to fund the purchase of basal readers and class library books.

2. The book box scheme should be discontinued, books being distributed among 6 schools.

3. The Co-ordinating Teacher and Librarian (School Library Section) should together address the problem of supply, use and conservation of books for school libraries in liaison with Headteachers.

4. A teacher, designated Reading Resource Teacher or other appropriate title, motivated by interest in reading improvement, should be selected to have overall responsibility for the books in the school. The teacher would be trained in basic library skills and would be responsible for:-

   - supervision of school library;
   - assisting class teachers in maintaining class libraries;
   - organising book repair sessions for staff and children;
   - colour coding all new basal readers in liaison with the Co-ordinating Teacher;
   - ensuring that care and maintenance of all books by teachers and children was given a high profile in the school through Staff Development Sessions;
   - instilling respect for all books as part of the ethos of the school.

- The responsible teacher should be accountable to the Headteacher, Co-ordinating Teacher and Librarian. The payment of an allowance, additional to the teacher's basic salary, should reflect the accountability and responsibility expected of the teacher holding the post.

Objective 2:- to enable teachers to make best use of reading schemes available

A proposal to centralise and colour code all reading schemes was discussed at a Head Teachers' Meeting.

Centralisation would ensure that:-

- **all** the basal readers were available for use by **all** teachers and children;
- sufficient books in one set were available for groups to avoid sharing;
- teachers and children knew exactly where to find reading books;
- stock could be monitored for loss and damage could be repaired.

Colour Coding would ensure that:-

- structured reading progression was taking place;
- all reading skills were reinforced at each level before moving up;
- world knowledge and vocabulary were expanded;
- children would be reading fluently and with comprehension at the end of each level, so as to progress smoothly and confidently to the next level;
- teachers could use different sets of readers at the same level, to avoid passing books from class to class.
- books would be available for children at all reading levels throughout the school.

All Headteachers gave the proposal their support though 2 had reservations.

Strategies

The basal reading schemes were collated and arranged in reading levels, 1 - 9. Books of the same level were colour coded across all the reading schemes. A small coloured tab was displayed on the spine.

A liaison teacher from each school was trained in this method.

The liaison teachers assisted by the SN teachers, introduced the method into each school. All basal readers were collected in and after colour coding, were centralised in the school library or resource room.

A list of books under each colour code was displayed by the books for easy identification.

Constraints

One school has not yet centralised nor colour coded reading schemes due to lack of central storage space. The support teachers have explained the benefits of the above to staff. When space is available a Staff Development Session will be used to colour code and centralise the basal readers.

Recommendations

1. The centralisation and colour coding of books should be practised in all primary schools. This would enable teachers and children to continue in a familiar method of progression and selection of books at any primary school.

2. The readers should be centralised in the room designated as school library.

3. The SN teachers, School Librarian and Reading Resources Teacher should eventually colour code all library books; e.g. children reading basal readers colour coded green would be able to read library books up to and including colour code green, fluently and with comprehension.

4. The Reading Resources Teacher should assume responsibility for monitoring stock, noting damaged books and organising repair sessions with teachers and children.

5. The SN teachers should revise the purpose and benefits of centralisation and colour coding with all teachers, particularly new entrants at a Staff Development session at the beginning of each school year.

6. Headteachers should effectively promote and monitor this system.

2. RECORDING

All teachers keep individual records of children's progress and reading levels. Many simply know where the children have reached in the basal reader, others keep a personal record book. This causes problems when teachers are absent and in particular when children move up in September.

The SN teachers found that, in some cases, reading was not being taught or practised, nor were children grouped for reading, several weeks into the new school year. Teachers complained that no records were passed up and that there was little or no discussion between teachers regarding grouping, reading levels or problem areas.

Issue

- How could each child's reading ability/attainment level be recorded in such a way as to make the information easily accessible to all teachers?

Objective:- to devise a reading record that was simple and quick to keep and would give comprehensive information about each child's reading ability/attainment level to succeeding teachers.

Strategies

A reading record was produced which was based on the list of collated, colour coded reading schemes. Reading ages were introduced for each level, also check lists for phonics and other reading skills (appendix 3) At any time the record would indicate each child's:-

- reading level
- reading age
- title of books read
- rate of reading progression
- mastery of initial sounds
- mastery of blends and diphthongs
- other reading skills

Completion of every book would be indicated by the date of completion in the appropriate space. The record books would be introduced annually, in September, for each Reception Class. The books would follow the children from class to class, recording progress. After Class 6 they would transfer to the ALHCS for information.

Accountability was built in. The class teacher should initial the record at the end of every term. The Headteacher should monitor the record, consult with the class teacher about those children who are underachieving or appear to have learning difficulties and also initial the record. The SN Teacher, together with Headteacher and class teacher should decide what action is needed in the case of these children and offer support if necessary. The SN Teacher should also initial the record. Through vigilant monitoring by Head and Support teacher no child should fall behind without further investigation into reading failure and remediation taking place.

A Community Project Scheme (CPS) grant was given by VSO to produce 200 record books. The record books were introduced into the schools at Staff Development Sessions. Initially every teacher needed a record book to begin the process. In future years only Reception Classes will begin a record book.

The benefits of record keeping, together with detailed instructions on how to use the record books were explained. Accountability at all levels was emphasised.

Constraints

1. Not all teachers understood the recording method clearly.
2. Many teachers failed to fill in the record books on a daily basis, seeing it as an end-of-term requirement.
3. The purpose of the records and method of recording were not explained to new/supply teachers.
4. Two schools lost most of the record books in the hurricane (Sept. 1995)

Recommendations

1. This form of record keeping should be mandatory in every school.
2. Headteachers should be responsible for ensuring that the record books are kept up to date by all teachers.
3. Headteachers should ensure that all record books are transferred with the children annually.

4. Headteachers should ensure that, when children change schools, their reading record is transferred along with other records.

5. A senior member of staff, if possible from the same year band, should explain the recording method to any new or supply teacher.

6. The SN Teacher should revise the purpose and benefits of this method of record keeping with all teachers at a Staff Development Session at the beginning of every school year. (Combine with centralisation and colour coding)

3. TEACHER SUPPORT

Some structures are already in place for this. The Co-ordinating teacher (Reading Specialist) is the reading tutor for the Teacher Training programme. She supports trainee teachers in the classroom. Most trainee teachers plan with more experienced teachers in their year level.

The reading curriculum is in place in all classes. The reading curriculum, developed by the Co-ordinating teacher, with a team of teachers including the EOCD is a comprehensive curriculum from infants to Class 6. This includes sections on the teaching of phonics as one of the word attack skills and an integral part of the reading and writing process (appendix 4). It was introduced into schools by training sessions for the year teachers involved.

The SN teachers worked alongside teachers in class and with withdrawal groups. However, there were still some areas for concern. Reading groups were too large and did not reflect the reading ability of the children. No tests were available to enable teachers to assess reading ability and to pin-point areas of reading failure. Many teachers felt that they lacked the skills to teach reading to the slower children. Some teachers adhere to `traditional' classroom practice of whole class and large group reading.

Issues

- How could the SN teachers best assess reading ability so that:-

  a) reading standards could be monitored across the island;

  b) teachers would be enabled to form ability based reading groups.

- How could teachers best be supported in order to upgrade skills, change and improve classroom practice and increase self-confidence?

Objective 1:-

to establish a procedure for assessing the reading of all children in classes 3 **and** 5 so that they could be ability grouped and taught appropriately. No reading tests are normed for Anguilla or the Caribbean. The Macmillan Group Reading test was used to assess reading in the comprehensive school. The Co-ordinating teacher decided to use this test in the primary schools. Prior to its use the suitability of the test was discussed with all Headteachers. It was agreed that a few words/contexts would be unfamiliar in Anguilla. However, knowledge of these words would only affect the scores of children with above-average reading ages. The use of the test was also discussed with Dr. Broome, lecturer at the UWI who advised that, in the absence of a culturally normed test, the Macmillian GRT would give a fair indication of reading ability.

Strategies

1. In May 1993 the Macmillian GRT was administered to classes 5, 6 and 3. The results of the test enabled the support teachers to:-

   a) identify those children transferring to the comprehensive school with low reading ages.

   b) identify those children in classes 4 and 6 in September 1994 who needed further investigation into the cause of reading failure and an intensive remediation programme.

   c) correctly group all children in class 4 and 6 according to reading age and advise teachers as to suitable basal readers.

In September 1993 the SN teachers, EOP and EOCD attended staff meetings at each primary school in order to disseminate and discuss the results of the Macmillian Tests with all staff members. A booklet on The Teaching of Reading was given to each teacher (appendix 5).

2. The Macmillian GRT was administered in 1994 and 1995 giving the Department of Education clear indication of :-

   a) reading standards nationally.

   b) reading ages of all children in classes 3 to 6.

   c) those children transferring to comprehensive schools needing the teaching of reading to be continued in mainstream.

   d) those children who need intensive support in the LSD at the comprehensive school.

3. A scheme for recruiting Volunteer Reading Tutors was initiated. (appendix 6). Workshops were organised for the volunteers at which the co-ordinating teacher discussed the basic elements in the teaching of reading, distributed handouts and gave general instructions for record keeping. (appendix 6) Volunteers would work as directed by the class teachers.

4. The SN teachers worked on an intensive remediation programme with those children in the secondary transition groups who were non-readers. The Ladybird Keyword series was selected for this work because:-

- levels 1 and 2 were already in the schools
- it provides a well structured approach, providing new material for those children who had already failed using the basal readers
- It was inexpensive and available on island

The CPS VSO grant was used to purchase the additional books to complete the series.

5. In larger schools children were grouped across the year classes e.g. 3 teachers of class 4 could reasonably teach 6 or 7 reading group. The more experienced teachers being responsible for teaching the less-able groups.

Constraints

1. Some teachers doubted the validity of the results of the MGRT as it had been normed on British children. The Co-ordinating teacher was able to point to the results of Tests of Standards in Language Arts as correlating almost exactly with the results of the GRT as well as comments from Dr. Broome and the Headteachers.

2. The Volunteer Reading Tutors were almost all ex-patriates. The group of volunteers has diminished as they have left the island.

3. Very few class teachers accepted the responsibility for improving reading levels within their classes, often asking for more chiidren to be withdrawn by the support teacher and "blaming" elements outside school for low reading standards.

Recommendations

1. The Volunteer Reading Tutor Scheme should be re-activated annuallly to recruit Anguillians

2. The Macmillian GRT should be administered annually to those children entering Class 3, transferring to the comprehensive school and at the end of Class 4 in order to:-

   a) identify early those children who are failing to learn to read

   b) provide information for the comprehensive school

   c) monitor reading standards within and among schools

3. If possible a reading test should be adapted or normed on Anguillian children. This could be done by an Educational Psychologist.

4. Class teachers must be held accountable for reading standards within their classes. It is their responsibility to teach all children in the class regardless of ability.

Objective 2:-

to support teachers by upgrading their skills in order to change classroom practice and increase self-confidence.The DOE already offers a substantial amount of support to teachers.

- in-service training sessions are regularly offered to teachers in all subject areas and visiting specialists run courses to upgrade teachers' skills. These keep Anguillian teachers abreast of current educational trends and demonstrate modern methodology and technology.

- Anguillian teachers are given the opportunity to attend courses abroad and scholarships are offered to enable teachers to gain higher qualifications. A distance learning programme will soon come on line leading to higher qualifications

- The curriculum is under continuous review.

- Grants are obtained to purchase equipment to support the curriculum.

- Support resources for all subject areas are freely available for use.

- All children from class 3 upwards are grouped for reading by the co-ordinating teacher and record books have been produced.

- Basal readers have been centralised and colour coded.

However, in general, teachers do not regard the above as support, but rather as demanding more of their time and extra work.

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In a recent survey 50% of those surveyed requested more support in the form of:-

a) more personnel within the classroom

b) more input from the SN teachers in the form of help within the classroom and withdrawing more children.

75% of teachers required advice, demonstration lessons and workshops on teaching reading, in particular to slower learners.

Strategies

1. SN teachers have worked alongside class teachers, demonstrating teaching methods, making teaching aids, reading games, displays to reinforce reading, word banks, class books of children's own writing etc.

2. The Co-ordinating teacher observes lessons and works in class alongside trainee teachers.

3. Demonstration lessons have been given.

4. Reading across the curriculum has been vigorously encouraged by demonstrations of the thematic approach to topic work.

5. After school sessions in classroom management have been offered.

Constraints

1. The SN teachers found that ideas and teaching methods that had been readily accepted by teachers when the SN teachers were working in the classroom, were not practised when they left the situation.

2. Teaching aids produced in conjunction with SN teachers were used but very few teachers continued to produce their own.

3. Displays, word banks, etc, were not replaced to reinforce new work, sometimes the old ones were left up all year.

4. Little change in classroom practice was observed after demonstration lessons.

5. No obvious interest in the thematic approach was noticed nor was there evidence that it was being practised.

6. Very few teachers attended the management sessions.

7. There is no cascading of information to colleagues from teachers who have attended courses on island or abroad.

8. The co-ordinating teacher does not have the authority to demand change in classrooms.

9. At present very few teachers take advantage of the additional resources available.

Recommendations

1. It should be a condition of attending courses abroad, that teachers cascade information to colleagues. Structures to implement this should be set in place by the DOE

2. Modular courses on the teaching of reading should be available to all teachers as part of an on-going Professional Development Programme.

3. Headteachers should be accountable for closely monitoring classroom practice and ensuring that change occurs as a follow-up to courses given by visiting specialists.

4. The co-ordinating teacher together with the core group of interested teachers, should organise ongoing workshops for classroom teachers to devise and develop materials to enhance the reading curriculum.

5. The DOE through the Co-ordinating teacher, should use Staff Development for:-

- Seminars focusing on attitude change;
- Workshops on the teaching of reading;
- Workshops on testing for identification of reading problems and strategies for remediation;
- teaching and application of phonic shills;
- demonstration lessons;

There should be teacher participation and monitoring for implementation

6. The Co-ordinating teacher's position should be such that, following input, teachers would be accountable to her for implementing change.

LIAISON WITH PRE-SCHOOLS

The VSO teacher took over the role of pre-school liaison teacher in 1993 from the Professional Tutor. From observation and discussion with teachers it was evident that some pre-schools were operating on a very formal basis with emphasis on the academic subjects, particularly with the transition class. Parents expectations were frequently given as the reason for this. Over-instruction of the alphabet, learning by rote, working to detailed teacher instruction, even to the extent of copying teachers' drawings were common practice. Children were being trained from an early age to rely on teacher for guidance and were not being encouraged to develop their own creative skills, independent thinking, self motivation and self reliance.

Letter formation and copying from the blackboard using narrow lined books and thin pencils were also practised by the transition classes. The emphasis of the timetable did not appear to be activity-centred nor child-initiated. Reception class teachers noted the following areas for concern after transition 1993:-

a) over-drilling of alphabet skills

b) under-developed listening skills

c) very short attention span

d) poor hand-eye co-ordination and fine motor skills

e) too high expectations of parents and teachers at pre-school level.

These concerns were discussed at the monthly meetings of the Organisation for Early Childhood Education (OECE), and the issue of parent expectations was addressed through the pre-school parent-teachers meetings and addresses given during Early Childhood Month and at various functions.

Pre-school teachers, trained at Servol, work to a Servol Curriculum. However, they requested that a curriculum designed specifically for the transition class for use in all the pre-schools should be developed. A group of pre-school teachers met regularly to define the aims and objectives for this class and to devise a theme-based, activity-orientated curriculum:

- The general objectives, and specific objectives for each theme are completed.
- The theme, "Myself" is complete.
- Funding was obtained for a two-week workshop on "The Curriculum for a Transition Class". This took place in August/September 1995. The first week was well attended by a motivated group of pre-school and reception class teachers. Unfortunately the workshop was not completed because of the hurricane. It is hoped to complete this workshop at Easter 1996.

- The completion of the transition class curriculum has been put on hold until after the workshop, when the knowledge and experience gained can be incorporated into the curriculum.

Issue

- How can the Education Department monitor curriculum content and methodology so as to effectively change how pre-schools function; to modify parents' expectations

Pre-school teachers must themselves be convinced of the necessity and benefits of an age-appropriate, activity-centred, child-initiated curriculum. This approach is strongly advocated by Servol and early childhood educators generally.

Strategies

1. Teachers will be exposed to theory and practice of the above method at the Easter workshop.

2. The media could be used to broaden parents' understanding of the aims and objectives of pre-school education.

3. Teachers should work to modify parents' expectations and attitudes through parent-teachers meetings and discussion with individual parents.

4. Parents should be involved in implementing change.

Early Identification of Children with Learning Difficulties

Through regular visits to the pre-schools the VSO liaison teacher has been able to discuss those children who are disabled or who are showing signs of learning difficulty. Teaching strategies have been suggested for school and parental involvement at home.
Early identification enables Department of Education to ensure that special education provision is available if needed.
In most cases children who show signs of learning difficulty spend at least one year in mainstream where they are monitored by class and SN teachers. After that period they are referred to the Co-ordinator for assessment if necessary.
Only those children with severe learning difficulties are considered for transfer from pre-school directly into a special class.

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Recommendations

A pre-school liaison teacher should be appointed to:-

a) monitor content and methodology in pre-schools particularly in the transition class, to ensure change to a child initiated activity-centred curriculum.

b) liaise with primary schools and parents to ensure smooth transition.

c) modify parent expectations through a public education programme.

d) ensure that children with disability or learning difficulties are identified early and that the Department of Education is notified.

LIAISON WITH THE COMPREHENSIVE SCHOOL

The VSO Co-ordinator for Special Needs in the comprehensive school 1990 - 92 wrote a policy proposal for addressing the needs of pupils throughout school.

He recommended that:-

- Learning Support Teachers (LST) should visit all primary schools during the final term to make a rough assessment of the needs of children who have been identified as having learning difficulties.

- Regular meetings between LST from primary, secondary, together with management should take place to ensure continuity and effectiveness of service.

From 1991 - 94 the SLD staff visited the primary schools assessing those children referred by the Headteachers, using Macmillan and LSD maths tests. Those below a certain standard were placed in the LSD. At the same time Head of English Department was referring those children with low scores in Test of Standards for placement. Children who had not taken TOS were also referred for assessment. Approximately 18% of the intake was placed in the LSD. Several Problems were evident:-

- too many children were placed in LSD

- groups were too large, up to 17 children in some cases.

- there were insufficient resources.

- the mix of children was inappropriate from SLD to under-achievers.

- there were too few permanent LSD staff, therefore teachers without full timetables were directed to fill in.

- with only 2 classrooms to accommodate groups in maths and English from years 1, 2 and 3, staff and children had to travel with equipment to a number of classrooms throughout the school.

Consequently, children and staff were unsettled, there were discipline problems, no consistent patterns of teaching methods, classroom management and behaviour expectations could be established and ensuring continuity of work and progression was impossible. Informal discussion of these problems led to the formation of a Primary/Secondary Special Needs Liaison Group to address the problems on a more formal basis. The group initially consisted of Primary and Secondary Special Needs teachers, but later senior management and EOS were invited to participate so that decisions to effect change could be made.

The early identification of children with special needs and the setting up of 2 special classes, together with the intensive reading support for under-achievers in primary mainstream have gone some way to resolving the problems in the LSD in the comprehensive school.

The system currently in the primary schools enables the co-ordinating teacher to be aware, well in advance, of those children who will need intensive support in LSD and those who will need support in mainstream with the teaching of reading continued. Since September 1994 numbers entering the LSD have decreased.

In September 1995 only 18 year 1 students were listed to receive intensive support in English in the LSD in 2 groups (in Spanish speaking students). This has alleviated many of the problems previously experienced. The 2 SN rooms can be used for all lessons; there are sufficient resources; children are appropriately grouped; the children are exposed to only 3 teachers, curricula in English and maths are now in place.

The problem of mainstream support for those children with mild difficulties and under-achievers, particularly in the area of reading, is just beginning to be addressed, with the appointment of a SN teacher for mainstream support.

The names of those children with Reading Ages between 7.0 and 8.0 years are given to the Head of English Department for the continued teaching of reading. These children have made significant progress through intensive support in primary school. Funding has been obtained to provide a set of high-interest, low-reading level readers for this group.

Plans for the new Junior High School have been amended so as to provide permanent bases for Years 1, 2 and 3 where a modified academic curriculum will be taught with mainstream integration for science, the arts and practical subjects.

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Constraints

A cause of concern, in both primary and secondary sectors in the education of Spanish speaking children. They are unable to access the mainstream curriculum because of language differences. The problem is not addressed at primary level, where they are perceived as having learning difficulties. They are inappropriately placed in the LSD at comprehensive school for want of any other appropriate provision.
Another concern for the Co-ordinating teacher is the difficulty in distinguishing between those children who have learning difficulty and those who are underachieving. Without input from an educational psychologist this problem occurs with borderline cases across the range of special needs provision.

Recommendations

1. An educational psychologist should be appointed to carry out diagnostic testing with children with learning difficulties and to assist SN teachers and classroom teachers to devise appropriate programmes for these children, particularly those whose disturbed behaviour precludes learning.

2. The problem of non-English speaking children should be addressed as a matter of urgency. Two Anguillian teachers could be trained to teach English as a second language, to work in the pre, primary and secondary schools. Alternatively a specialist could be invited to Anguilla to train teachers from pre, primary and secondary schools to teach children who have English as a second language.

3. A special needs co-ordinator should be appointed with responsibility for the provision of appropriate education and smooth transition for children with special needs across the pre, primary and secondary sectors.

AREA 2

THE DEVELOPMENT OF SPECIAL EDUCATION PROVISION

BASED ON THE DRAFT POLICY PROPOSAL

The Parliamentary Secretary for Education had mandated the Professional Tutor, Teacher Training, to draw up a Draft Policy proposal, which would formulate long term plans for the development of special education in Anguilla (1992). The SN teachers worked with her to develop this policy. (Appendix 7). The Draft Policy was accepted by the Parliamentary Secretary and its implementation was discussed with EOS and senior staff from the comprehensive school.

The SN teachers, in consultation with CEO and EOP prioritised 2 areas for development:-

1. setting up of special classes, including training of personnel and public education programme

2. raising the awareness of teachers and parents to the wide range and degree of special needs to be met in primary schools.

Both areas were developed simultaneously. The SN teachers were allowed time from mainstream support for this work.

1. SETTING UP OF SPECIAL CLASSES, TRAINING OF PERSONNEL AND PUBLIC EDUCATION PROGRAMME

Headteachers were pressing for more provision for children with severe and moderate learning difficulties who were in mainstream. Classes, and in some cases entire schools, were being disrupted. Eleven children had been identified as having severe learning difficulties (SLD) and twenty identified as having moderate learning difficulties (MLD) or underachievers needing intensive support.

Class teachers were unable to provide a special or modified curriculum for these children.

The Draft Policy proposal had recommended that two special classes should be established to provide appropriate education for:-

- children with severe learning difficulties; (SLD)
- children with moderate learning difficulties (MLD)

Early in 1993 a large donation was received from a local club to provide equipment for children with learning difficulties. The next phase in the school improvement programme would free rooms in schools which could be suitably refurbished as special education classrooms. The SN teachers believed, that, because of this, the SLD and MLD classes could begin in September 1994 rather than 1995, thus providing an appropriate education for children with severe or moderate learning difficulties and relieving the situation in the schools. The CEO fully supported this proposal.

Strategies

Two schools were identified to host the classes. Both already had several children with severe or moderate learning difficulties and the teachers and children were sympathetic to their needs and behaviour. Both schools would have suitable rooms for refurbishment. The Government agreed to refurbish and furnish the classrooms, to pay teachers' salaries and to provide transport.

Scholarships were obtained to enable 3 teachers to train in special education; one to work in mainstream when the VSO teacher left in 1994; two to work in the special classes from 1995. Because the date had been brought forward two trained teachers were needed to establish the classes from September 1994. The VSO teacher had extended her service for a further year, enabling a trained teacher to establish the MLD class, while completing her B.Ed. Sp Ed locally. Voluntary Service Overseas recruited an experienced teacher to establish the SLD class. A Service Club agreed to fund the salaries of two classroom assistants to be trained by and to work with the teachers for one year, payment of salary to be taken up by Government thereafter. The SN teachers drafted application forms, terms of reference for the classroom assistants and assisted the CEO in interviewing candidates.

Funding for equipment was obtained from various sources. The SN teachers were required to design the classrooms according to the specific needs of the children and to select and order all the equipment and expendable resources for two years, after which these would be included in the general requisition.

Although the first intake of pupils had been identified and assessed a structured referral system was devised. (Appendix 8)

A Referral/Assessment form was required to be completed by teachers and parents (Appendix 9). Parents/guardians were invited to school to discuss their child's needs with Class and Headteacher and SN teachers.

All children and parents, accompanied by a SN teacher, visited their new school during the summer term.

The SLD class was to function as a full-time placement, maximum 10 children, most children transferring into regular classes and being withdrawn to the special class. The MLD class was to function as a part-time placement for 20 children, 10 on Monday, Tuesday, 10 on Thursday,

Friday, with Wednesday being used for teacher liaison visits to children's base schools. The SLD and MLD class teachers would begin work from September 1994, with the children gradually being introduced into their new classes over the Michaelmas term.

The SN teachers attended staff and PTA meetings to talk about the proposed special classes and to answer questions.

The media was used to inform the community of the development of special educational provision in Anguilla.

Constraints

The assessment of children referred to the DOE was based upon teacher observation, attainment tests and developmental checklists available to the VSO SN teacher. No psychological assessment was possible as there is at present, no educational psychologist in Anguilla.

The information provided by class teachers on the referral/assessment forms was very limited, indicating lack of knowledge and understanding of the children's problems.

Many parents/guardians failed to attend the discussion meetings, which had to be re-scheduled and home visits by the SN teachers, substituted in some cases. Most parents were unable to give any clear information about their child's problems and lacked understanding of behaviour and learning difficulty. Corporal punishment was used in an attempt to solve behaviour and learning problems.

Recommendations

1. The referral procedure should be fully understood by all class teachers. Headteachers should adhere to the procedure according to the time-scale laid down. This is very important if children are to be identified and assessed early so that provision can be available for them at the beginning of the school year. The EOP together with the Co-ordinating Teacher should revise the procedure at the first Headteachers meeting of the school year, until it becomes normal practice.

2. The SN teachers should attend staff meetings early in the school year to assist the Headteacher to revise the referral procedure with staff.

3. Any problems must be discussed with the parents/guardians by the Headteacher before any referrals are made.

4. There should be succession planning so that the system will not be disrupted in the event of a trained special needs teacher leaving the post.

2. AWARENESS RAISING PROGRAMME

Some teachers did not acknowledge the fact that children learn in different ways and at different rates and that some may have learning difficulties or slight degrees of disability.

Many reasons were given to explain why children were underachieving, ranging from large classes to problems at home and "genes", there was little evidence of a modified curriculum to allow for mixed ability teaching and in most cases no attempt was made to develop strategies to help children who were falling behind. This was seen as the responsibility of the SN teachers.

There was a lack of understanding, also on the part of parents, who tended to blame the children for their failure to learn.

Issues

- How could the teachers and parents be made aware of the wide range of abilities and needs present in children in a mainstream class.

- How could teachers become more knowledgeable about children's learning difficulties and strategies for helping them.

Objective:- to raise the awareness of teachers and parents to the wide range of children's abilities and needs and to enable them to develop strategies for helping children with learning difficulties or who are underachieving in primary schools.

Strategies

A workshop was organised for mainstream teachers to raise awareness of the wide range of ability and needs to be met in primary schools. The resource persons were the Co-ordinating teacher, VSO teacher and an invited VSO Teacher Trainer. Nineteen primary teachers and five secondary teachers attended. The workshop was well attended and it was suggested that all mainstream teachers and trainee teachers should be exposed to similar workshops.

Headteachers were asked to begin a "Special Education" file in which to keep all the handouts and future information.

The media was used to inform the community of the aim and objectives of the workshop and to give an overview of the topics covered.

Recommendations

1. Staff Development Days/Workshops on some aspects of mixed ability teaching. Special education should be organised regularly to reach a wide group of teachers. The Co-ordinating Teacher and Anguillian SN teachers should be resource persons.

2. All trainee teachers should attend a workshop in mixed ability teaching/special needs in mainstream classes.

3. Community education should continue through the media.

Education/Medical Liaison Meetings

The CEO at the request of the SN teachers, set up a meeting with senior personnel from the Medical and Health Department to discuss areas for concern which had been noted from discussion with parents/guardians.

The following issues were raised:-

Several parents, in seeking help for their children, had consulted private practitioners and been referred to specialists, some non-English speaking, in other islands. They appeared to accept without question, information and advice they understood to have been given, in some cases bizarre and confusing information. No parent was able to produce a written report from a specialist and because of confidentiality, information was not available to the SN teachers from private practitioners.

Some parents had never sought help or advice and the children appeared to have passed through the system without any help or advice to parents. There was no system in place to ensure that information regarding children with special needs, if available to the Medical and Health Department, was passed to the DOE.

In the light of the development of special educational provision by the DOE it was important that these issues should be addressed.

It was decided that on-going meetings were necessary to address these and emerging issues. It was important that senior personnel from Education and Health should be present if decisions affecting change were to be made.

The following decisions for implementation were made:-

- a School Health Nurse should be appointed
- the School Health Programme should be implemented

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- a system should be in place to ensure that the Medical and Health Department was aware of all children with disabilities in Anguilla, including those attending private practitioners.

- reports from visiting specialists should be returned to the Medical and Health Department for the children's files. Any educational implications from a report should be available to the CEO and Co-ordinating teacher.

As a result of these meetings the School Health Nurse was appointed from September 1994; screening of hearing and vision, dental screening and medicals for all Reception class and Year 1 students at the comprehensive school were in place from September 1994.

In October 1995 a Director of Medical Health Services and a Co-ordinator for Primary Health Care were appointed. A review of the Medical and Health Department will incorporate the School Health Programme.

Recommendations

1. The Medical and Health Department should notify the CEO of all children with disabilities as early as possible so that special educational provision will be available if necessary.

2. Reports from specialists, on or off-island should, automatically, be sent to the Director of Medical and Health Department for information.

3. Information from reports, with implications for educational provision, should be available to the CEO and co-ordinating teacher, confidentiality ensured.

4. Parent counselling and early intervention programmes should be available from education or health personnel as soon as possible after diagnosis of disability.

5. All children with severe learning difficulties, referred for placement in a special class, should receive a full medical examination as part of the assessment. Results and educational recommendations should be sent to the Co-ordinating teacher for information and implementation.

AREA 3

A) WORKING WITH HEARING IMPAIRED (HI) CHILDREN

B) SCHOOL HEALTH PROGRAMME - AUDITORY SCREENING

a. Working with HI children

The VSO SN teacher worked with three HI children, one aged 5 years, two aged 9 years in September 1992, and their teachers in mainstream schools. The children were in mainstream classes but had received no special education.

All three had been diagnosed by specialists off-island and two had been fitted with hearing aids. One boy, then aged 10 years, had been incorrectly diagnosed at 4 years, and no amplification had been fitted, consequently speech and language development were very delayed.

No maintenance or repair service is available in Anguilla, nor facility for making new earmoulds. Parents had received no advice on this when aids were fitted. Neither child was accustomed to wearing hearing aids, which needed servicing and both children needed new moulds. The children had been diagnosed and aids fitted without any consideration of lack of services in Anguilla and the long-term needs of the children.

The parents of all children were eager to do everything necessary to help their children and support the VSO SN teacher.

The three children were assessed by the VSO SN teacher and fitted with suitable aids and temporary earmoulds donated from the UK.

Because of work in other areas the VSO SN teacher could offer support in school for only two sessions weekly, approximately 3 hours, to each child. The VSO SN teacher worked closely with class teachers to develop work at the children's level in reading, maths and English and concentrated on these areas in individual teaching sessions, as well as speech and language development.

After discussion with parents it was decided not to introduce a structured sign system. The communication system developed among family and local community was satisfactory. Finger spelling and signing was used in school to facilitate access to the curriculum.

The two older children were transferred to the comprehensive school with their peers. This was preceded by a period of sensitisation and an in-service training day on "The Hearing Impaired Child in the Mainstream Class". The VSO SN teacher continued to support the students, but support for subject teachers was not possible. Accommodation for withdrawal sessions was not satisfactory.

A mini-grant was obtained from the Eli Savenak Fund to purchase spare post aural hearing aids.

A visiting audiologist made new earmoulds for the children and taught a dental nurse the technique of making impressions.

Cable and Wireless donated Auditory Training Units to provide good amplification for speech and language work in school.

No teacher was interested in working alongside the VSO SN teacher to acquire the skills and techniques necessary to teach HI children.

An expatriate teacher of the HI/SN was appointed to succeed the VSO SN teacher.

b) School Health Programme - auditory screening

An initiative to begin the auditory screening, funded by Cable and Wireless, had been started by the Medical and Health Department prior to the arrival of the VSO SN teacher.

Two screening audiometers had been ordered and an audiologist was to conduct a workshop to train District Health Nurses and Aides in the techniques of auditory training. Problems in delivery of the equipment meant that the programme could not be completed before the end of the financial year, when the funds would no longer be available.

The VSO SN teacher undertook the training and the money for this work was used to upgrade one screening to a diagnostic audiometer.

In consultation with the Chief Medical Officer it was decided to conduct an all-island screening for hearing impairment among school children.

The training of the District Health Nurses and Aides took place over several months. They were trained in distraction, co-operation and performance testing for infants and pre-school children, also in pure-tone audiometry for school-aged children and adults. Equipment for pre-school testing was donated by Cable and Wireless. The training involved practical sessions at District Health Centres.

Although the nurses were willing to be trained in the techniques of auditory testing they would not be involved in the school screening programme, because of shortage of staff and pressure of work.

Volunteers were recruited to carry out the screening. They were trained in pure-tone screening techniques by the VSO SN teacher. All children in the six primary schools were screened.

Those children referred by teachers in the comprehensive school were tested. This was done by the School Health Nurse.

An ex-patriate school nurse undertook the re-screening and diagnostic testing of all failures. The ENT specialist does not visit Anguilla regularly. At the time of writing it is uncertain as to whether or not regular visits will recommence.

Recommendations

1. All HI children should have access to the curriculum through the continued appointment of a specialist teacher of the HI teacher. Alternatively, an Anguillian teacher should train as a teacher of the HI through the Distance Learning Programme currently offered by the University of the West Indies. Specialist teaching will be necessary for at least eight years, based on the ages of HI children now in the system.

2. An audiologist should be identified to visit the island at least annually to assess any child diagnosed as having a hearing loss and to fit hearing aids it necessary; to attend to the on-going audiological needs of HI children. This service would also be available to adults referred by the ENT specialist.

3. An ENT specialist should resume visits to Anguilla on a regular basis.

4. HI children should have new earmoulds at least annually, more frequently for very young children. Impressions should be made by the trained dental nurse at the beginning of the school year.

5. A hearing Aid Centre should be identified, possibly by the ENT specialist or audiologist, so that faulty hearing aids can be repaired and new earmoulds made. Meanwhile Atlantic Hearing Aids Florida, is a useful Centre and has been very helpful in the past.

6. Welfare assistance should be available to provide hearing aids for those children diagnosed as HI whose parents are unable to pay for these very expensive items. Children with impaired hearing are seriously handicapped in all areas of development without access to amplification.

7. The co-ordinating teacher should be informed of all those children who are diagnosed or suspected of having a hearing loss, or any condition, e.g. monaural hearing, which could cause or contribute to learning difficulty.

8. The teacher of the HI or the Co-ordinating teacher should be responsible for the care and maintenance of the Auditory Training Units.

AREA 4

A) WORKING WITH VISUALLY IMPAIRED (VI) CHILDREN

B) SCREENING FOR VISUAL IMPAIRMENTS

a. Working with VI children

The VSO SN teacher worked regularly with one blind boy (aged 8 years in September 1992) the child has attended mainstream school for two half-days weekly since February 1992. No specialist education was available. The boy started full time education in January 1993.

The VSO SN teacher took up contacts originally made by the Social Worker (NVP) in 1991 - 92. She attended a workshop in Antigua, October 1992 funded by the Caribbean Council for the Blind (CCB) to upgrade skills in braille and teaching VI children. The CCB provided a brailler and other equipment. As a result of this a two-week programme on Education and Rehabilitation of the VI took place in Anguilla, December/January 1993. The resource person for this workshop, funded by CCB and Government of Anguilla, was a specialist teacher of the VI from Trinidad.

The needs of school-age and adult blind in Anguilla were addressed. The VSO SN teacher and the VI child's class teacher were introduced to techniques of mobility and orientation and ways in which the Plus Curriculum could be introduced into the general class curriculum. The VSO SN teacher was not involved in the development of rehabilitation services for the adult blind.

The VSO SN teacher was able to offer only limited support for 3 sessions weekly, one of which was for training in mobility, use of the cane and environmental orientation. Two sessions were given to teaching braille skills to facilitate access to the curriculum through reading, writing and maths. Progress in this area, though successful has been slow, not enough time was available to give the daily support needed. All materials had to be prepared out of school hours and use of the brailler was limited to weekends. When the pupil had mastered some reading skills it was possible to obtain readers, as required, from the CCB Cable Print Service, originally free but now chargeable.

Class teachers have been supportive as far as their time would allow. Again, not enough time was available for the VSO SN teacher to advise and support the class teachers to the extent necessary.

The mobility and orientation sessions included a programme to raise the awareness of the general public to the needs, but also the ability and independence of the VI pupil and to sensitise them to the sight of a VI person using a cane.

The VI pupil was enabled to use the Post Office and local shops independently. Strategies were given to enable him to attract attention in shops, deal with money and to be positive in his interaction with shop assistants and customers, who were encouraged to deal directly with the

VI pupil as a customer, and to find ways of overcoming practical difficulties. Road drill was also taught. The pupil's mother was supported through regular home visits.

The VSO SN teacher offered a course in braille to interested teachers. Not a great deal of interest was shown and the skill was not passed to anyone.

Plans to train two genetic SN teachers as recommended in the Draft Policy Proposal (4.2iii) came to nothing as this type of training was not available at Mico. No teacher was interested in learning the skills and techniques necessary to teach VI children.

In the interest of the VI pupil's future education, a place was obtained for him at a school for the VI in the UK. However, the funding necessary was not available. The VSO SN teacher left Anguilla with only temporary arrangements made for the continuation of the pupil's education.

b) <u>Screening for Visual Impairment</u>

One outcome of the Education and Rehabilitation course was a proposal to carry out an all-island screening to detect vision impairment. This was to precede the annual screening to be introduced as part of the School Health Programme.

A Policy Proposal was drawn up and approved by the Chief Medical and Chief Education Officer (Appendix 10).

Volunteers were recruited to carry out the screening. They were trained in testing procedures by the District Health Nurses. All children in the 6 primary schools were screened. Those children from the comprehensive school referred by teachers and those who failed the initial screening in primary schools were tested by the School Health Nurse.

Record forms were designed, together with letters to parents. A referral system was set in place to ensure that any child with a significant vision problem was seen by the visiting ophthalmologist.

Referrals to Medical Offices, Optometrist or Ophthalmologist were decided by the Chief Medical Officer in consultation with the School Health Nurse. Parents were involved after the second failed test and contacted personally by the School Health Nurse if a referral was necessary.

Headteachers were notified of any child, whose vision problems could affect educational progress, particularly children who should wear spectacles for school. Because the VSO SN teacher was co-ordinating this programme, the information was available to the Co-ordinating teacher.

On completion of the all-island screening the volunteers undertook the screening of all reception class children 1994-95 as part of the annual vision screening (SHP). The proposal that rising 5's and 11+ children should be assessed during July and August was changed on appointment of the school Health Nurse. Testing in school enabled more children to be seen in less time and put no pressure on District Health Centres.

Recommendations

1. Appropriate education should be provided for Anguilla's one VI pupil. Placement in a school for the VI abroad would ensure specialist teaching in all subject areas alongside other VI pupils. Alternatively, a SN teacher with a qualification in VI should be employed to work as directed by the co-ordinating teacher, with special responsibility for the VI pupil.

2. The VI pupil, though a late entry, should progress through primary and secondary education with his year group.

3. In depth sensitisation of staff and pupils plus in-service training take place before the pupil transfers to the comprehensive school.

4. Headteachers should be notified of any child who should wear spectacles for school or has any condition, e.g. monocular vision, which could cause or contribute to learning difficulty.

5. Welfare assistance should be available for those children who need spectacles to function in school and whose parents are unable to pay for them.

6. The Co-ordinating teacher should be informed of those children who need spectacles or referred to the ophthalmologist for any condition which may cause or contribute to learning difficulty.

7. The teacher of the VI or the Co-ordinating teacher should be responsible for the care and servicing of the brailler and other equipment purchased specifically for use by the VI pupil.

8. Contact should be maintained with the CCB.

9. Funding should be included in a Special Education Budget to allow for the purchase of necessary braille books from Cable Print.

SYSTEMS AND STRUCTURES IN PLACE

In order to construct a comprehensive approach to special educational provision in Anguilla the Co-ordinating teacher and VSO co-worker have looked at each sector of education and identified specific areas for development.

At the same time systems have been set in place to detect children who have health problems which may cause or contribute to learning difficulty.

Severe physical development or sensory disability is identified through the Maternal and Child Health Programme from birth or during the early years. It is recommended that a system should be in place to notify the Department of Education of any such children identified so that intervention programmes can begin early and special educational needs be assessed.

Systems are in place to ensure that mild or moderate physical or sensory disability are detected early and do not become a major factor in learning difficulty.

Early identification of mild or moderate disability is now possible through the introduction of medical assessment and screening for hearing and visual impairment on entry to primary and secondary education.

The appointment of the School Health Nurse was an important factor in this, together with the positive support and involvement of the Medical and Health Department. Routine transfer of information from the Medical and Health Department to the Education Department is vital if this screening process is to be effective, both for the health and well-being of the school age population and to enable the DOE to provide the type of education appropriate to the children's needs.

Assessment by an educational psychologist, followed by development of programmes of work and support for class teachers, is critical in the identification of children with learning difficulties and subsequent appropriate provision. It is also particularly important in identifying those children who are underachieving and in distinguishing between those who have borderline, mild, moderate or severe learning difficulties.

The assessment and intervention of an educational psychologist, in liaison with class teachers, is also vital in the diagnosis and treatment of those children suffering from emotional or behavioural disorders.

Training of a suitably qualified teacher to fill the post of Educational Psychologist is necessary to complete the process of the identification of children with learning difficulties, provision of appropriate education and support for teachers.

Regular meetings of senior personnel from Education and Medical and Health Departments to discuss matters pertaining to the education, health and welfare of children have been established.

At pre-school level an initiative is underway to move away from a primary type, semi-formal curriculum to a child initiated, activity based approach. A workshop is planned to raise the awareness of pre-school teachers to the importance of this approach, based on a sound knowledge of child development and its relevance in preparing children for transition to primary school.

The thematic curriculum, emphasising receptive and expressive language development, together with the encouragement of self expression through the creative arts, devised by the pre-school teachers for the transition year will be completed.

The positive development of individuality of thought, expression and comprehension can only enhance the reading readiness of the reception class and should help to alleviate some of the difficulties experienced by children when beginning to read. Expanded vocabulary and expression will improve comprehension skills.

This approach should be continued in reception class. It is important that reception and class 1 teachers are experts in their field and have acquired, over a period of years, the skills and methodology necessary to teach this age group.

A system is in place to inform the Co-ordinating teacher of any child suspected of having learning difficulties so that, if necessary, an intervention programme can begin early.

At primary level the Co-ordinating Teacher is concentrating on the Prevention of failure in the lower classes and remediation in the upper classes. Low reading, comprehension and writing ability affect all areas of the curriculum. If an improved reading standard can be achieved the results of Test of Standards should improve accordingly.

Structures are in place to assess the reading of children in classes 3, 4, and 6, to monitor standards and to provide remedial reading support for low achievers.

All children from class 3 are appropriately grouped according to reading ability and progress is monitored and recorded in reading record books, to travel with the class up the school. All basal readers have been colour-coded and centralised.

School libraries are to be established in the near future and all library books should eventually be colour coded.

A recommendation has been made that a Reading Resource teacher should be appointed at each school to supervise all library resources within the school in liaison with the School Librarian and the Co-ordinating teacher.

The SN teachers work closely with classroom teachers to upgrade skills in the teaching of reading and to provide intensive support for underachievers.

Regular workshops on mixed ability teaching, the teaching of reading, teacher assessment for reading difficulty, and identification of special needs are planned.

A system for the notification and referral of children suspected of having learning difficulty to be Co-ordinating Teacher is in place.

The assessment of such children is effectively carried out using teacher observation and such materials as are available to the co-ordinating teacher.

Appropriate educational provision is in place for those children with moderate or severe learning difficulties.

At present there are five trained special needs teachers in the primary sector.

The Co-ordinating teacher and the VSO SLD teacher are developing appropriate education with integration into the comprehensive school for secondary students with SLD.

The HI pupils, primary and secondary are being supported in mainstream by a specialist teacher of the HI. Audiological equipment is available for educational use.

Recommendations have been made regarding the educational provision necessary for the VI pupil, both in the short and long terms.

At secondary level all those children who will need intensive support in the Learning Support Department, plus those who need the teaching of reading to be continued in mainstream are identified well in advance of transition, allowing for organisation of classes and teaching staff prior to the beginning of the school year.

The Co-ordinating Teacher has assisted in the adaptation of plans for the new junior High School to include facilities for the teaching of children with moderate and severe learning difficulties, based on a projection to the year 2005.

Funding has been obtained to provide a set of basal readers to be used to support the continued teaching of reading in the Years 1 and 2.

EVALUATION OF CURRENT PROVISION AND EFFECTIVENESS

The systems and structures now in place in the pre and primary education sector are based on the needs expressed by Heads and class teachers and recommendations of the Draft Policy Proposal (1992).

An in-depth evaluation of the work done by the SN teachers and the effectiveness of the systems and structures is not possible at this early stage. The structure in place aims to provide support to pre and primary school teachers, to identify early, children with learning difficulties and to effect improvement in performance through change in attitude, understanding and methodology on the part of teachers. Within the structures there remain areas for development, particularly in the areas of teaching of reading and maths.

Poor performance in maths, as reflected in TOS results will be addressed by the SN teachers in the near future.

Although the SN teachers have designed systems and resources, e.g. to assist in the teaching of reading and recording, they cannot enforce the system nor make sure that it is used.

This can only be done by a positive commitment from Headteachers to monitor staff use of the system and to work in partnership with the SN teachers to ensure that momentum is sustained.

A cursory survey of the colour coding, centralisation and record keeping system indicated that the majority of Heads and teachers appreciated its value. This year, due to unforeseen circumstances, not all reading record books could be transferred with the children, but teachers who did receive the record books commented favourably on the value of information passed on.

All teachers surveyed, appreciated the wider range of books available at each level, the time saved and better care and storage of books, due to the centralisation of basal readers.

A question on the referral process for children suspected of having learning difficulties indicated that most class teachers were unaware of the correct procedures. As class teachers are responsible for the initial referral it is vitally important that the procedure is fully understood. The EOP and SN teachers should reinforce the procedure at Headteacher and staff meetings until it becomes common practice.

A Consultant Educational Psychologist, at present working in Anguilla, has evaluated the systems and structures in place. He says, "There is a sound system currently in place for identifying children with special needs in the primary schools... the special needs support service is now well established and the establishment of diagnostic testing procedures within the primary sector is continuing to develop".

What is now in place can best be sustained by the continued support of DOE personnel and by the determination of Headteachers to actively implement change and monitor progress. Headteachers and class teachers must accept responsibility for standards within schools and classes and for ensuring that every child receives an appropriate education.

"It is emphasised that the classroom teacher has overall responsibility for the learning of pupils under his/her care". (Terms of reference-Special Educational Needs Teachers-Primary Schools). **Appropriate education can only** be achieved through a close partnership between class and SN teachers, particularly in the areas of developing and delivering support programmes, as neither working in isolation can be totally effective.

RECOMMENDATIONS FOR FUTURE APPROACH

Although a sound structure and systems are in place to address the problem of low achievers and slow learners, and children with MLD and SLD in the primary schools, there exist areas for further development within the Special Needs Service and the education system in general.

Special educational provision has to be viewed as a continuum from pre to secondary level. As it is structured at present, no one person is responsible for the overall development of the Service, of policy and procedure, or provision of appropriate education.

There is the need for the post of Co-ordinator for Special Education to be established to organise the development of the Service as a whole. The post holder should develop an overall policy for special education; regularise procedures for referral and assessment; ensure suitable provision at all levels; develop appropriate curriculum and further educate teachers in mixed ability teaching; give good leadership to all staff within the special education framework and develop a public awareness programme.

The seniority of the post would enable the holder to effect and monitor change at all levels and to liaise directly with senior personnel in other departments, e.g. Medical and Health Department.

The education service cannot be totally effective without input from an educational psychologist (EP). As noted earlier in the report the appointment of an EP has been recommended in Education Review Reports since 1983. The Draft Policy Proposal 1992 (4.2(v) Note 5) reiterated the recommendations.

The procedures in place for identification and assessment for children with learning difficulties are adequate, however, the SN teachers are not qualified to carry out the diagnostic testing required for full assessment, particularly for those children who are borderline cases. Input from an EP is important to complete assessments, advise and assist in the development of suitable programmes of work and teaching strategies both in mainstream and special classes. The need for input in the diagnosis and treatment of children with emotional and behavioural disorders is vital as the wrong approach will exacerbate rather that remediate the problem.

In mainstream the high number of children reading below chronological age and underachieving in all curriculum areas is a cause for concern. The 40 - 60% identified from Tests of Standards as underachieving or having special needs is far higher than the 20% estimated in the Warnock Report (1978). It is not reasonable to accept that problems which are innate or in the home environment can cause such a large incidence of failure and attention must be directed towards the education system itself. An evaluation of the education system, in which an EP would have a major role in identifying strengths and weaknesses in the system, and initiating and monitoring change where necessary is suggested.

The Warnock report recommends a target of one EP to 5,000 children and young people. Clearly the school age population does not warrant the appointment of a full time EP. Initially the work load would be heavy, occupying an EP fully in the primary and comprehensive schools. However, it could be expected that in the long term, the EP would work for half their time in such a capacity.

It would seem educationally and economically sensible to combine the post of EP with that of Co-ordinator for Special Education as their roles overlap and are interwoven in several areas.

It is recommended that the post of EP Co-ordinator for Special Education should be established and that a special education teacher should be trained to fill the position as a senior member of the DOE, with salary reflecting the accountability and responsibility of the post. When the post is established, recommendations in the report would come within the remit of the incumbent.

In the short term recommendations regarding the reading improvement programme, professional development through workshops, pre-school liaison and curriculum development will be carried through by the Co-ordinating Teacher and Education Officers.

Appendix 1

BASAL READING SCHEMES AVAILABLE IN EACH SCHOOL :-

- Nelson Key to Reading
- New Caribbean Readers
- Ibis Readers
- Nelson New West Indian Reader
- Ladybird Key Words (for remedial teaching)

Appendix 2

BOOK/CASSETTE MANAGEMENT BY TEACHERS

BOOK/CASSETTE MANAGEMENT BY TEACHERS

1. Always respect books yourself.

2. Never throw reading books or story books across the table - this will be copied by the children and cause you discipline/management problems.

3. Always remind children to pick up books which have dropped on the floor.

NEVER WALK ON BOOKS

4. Teach children not to break the spine by folding books back.

5. Repair books, stitch back in loose pages as soon as damages is spotted.

6. Ensure that children have clean hands before they use library or reading books.

7. Teach the children not to deface books by colouring or writing in them.

8. Teach the children how to turn over the pages correctly - from the top right hand corner, with the right hand.

9. Discourage the children from handling books roughly, snatching from each other, particularly when sharing.

10. Ensure that books are put in the racks carefully and attractively.

11. Cover book racks up at night. Weekends and holidays with a curtain or large piece of cloth.

12. Ensure that the cassettes are kept in their cases, inside another box or bag to protect them from dust and dirt damage. Do not leave them in the sun.

13. Lock the cassettes in a secure cupboard at night, weekend and holidays.

14. Teach the children how to use a cassette player.

15. Keep careful track of the books and cassettes. **YOU** are accountable for them.

BOOK MANAGEMENT BY CHILDREN

Put labels up around library area; e.g.

1. Please handle books with care.
2. Please turn over pages carefully
3. Please put books away carefully.
4. Please make sure your hands are clean before you use a book.
5. Always use a bookmark.

BOOKS NEED CARE

The little purple book stood on the bookshelf in the large airy room. It was dirty, torn and battered.

"Oh dear!" it sighed.
"I was not always like this. Once I was clean and good to look at.

Once I was very proud of my clean pages and bright pictures. Just look at me now".
Two large tears rolled down its face.

"I know how you feel," said a large, green book which had its back torn off.
"I can hardly stand upright. My back hurts me very much".

"That will soon happen to me" said the orange book "for I've been put away inside out."

"What about me?" piped up a yellow book which had half of its leaves missing. "I am only half myself. I feel very badly."

"What a pity!" said the little purple book. If only the children who used me knew that I liked to be handled with care. I am glad when they read me, for I have much to tell them but, I fear, that if they continue to be so careless, I will not have much to tell other girls and boys."

"Neither will we," said the other two books.

"I wish we could tell boys and girls the right way to handle us", said the little purple book thoughtfully.

"What could we tell them?" asked the other books.
"Well", said the little purple book, "I do not like to be handled with dirty hands. Do you?'

"Not at all" said the other books.

"We could tell them this then," said the little purple book.

"MAKE SURE YOUR HANDS ARE CLEAN BEFORE YOU HANDLE A BOOK."

"I do not like rough play either." said the yellow book.
"None of us do. We could also tell them.

"PLEASE HANDLE BOOKS WITH CARE."

"Yes said the orange book and we could tell them to
PUT THE BOOKS AWAY CAREFULLY."

The green book spoke, "just look at my pages!" Many of the corners are turned down. You can see that a bookmark was never used. That's another thing we must tell them.

`TURN OVER PAGES carefully'."

"Good!" said the purple book. "I think that those rules will do for a start."

"But how will boys and girls know about them?" asked the yellow book.

"We hope their teachers will tell them this story", said the little purple book and he smiled happily.

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READING RECORD

School _____

CLASS	TEACHER'S SIG.			HEAD'S SIG.			SP ND. TCH'S SIG.		
	T1	T2	T3	T1	T2	T3	T1	T2	T3

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READING LEVEL : PRE-READING

COLOUR CODE GRAPE

Readers:

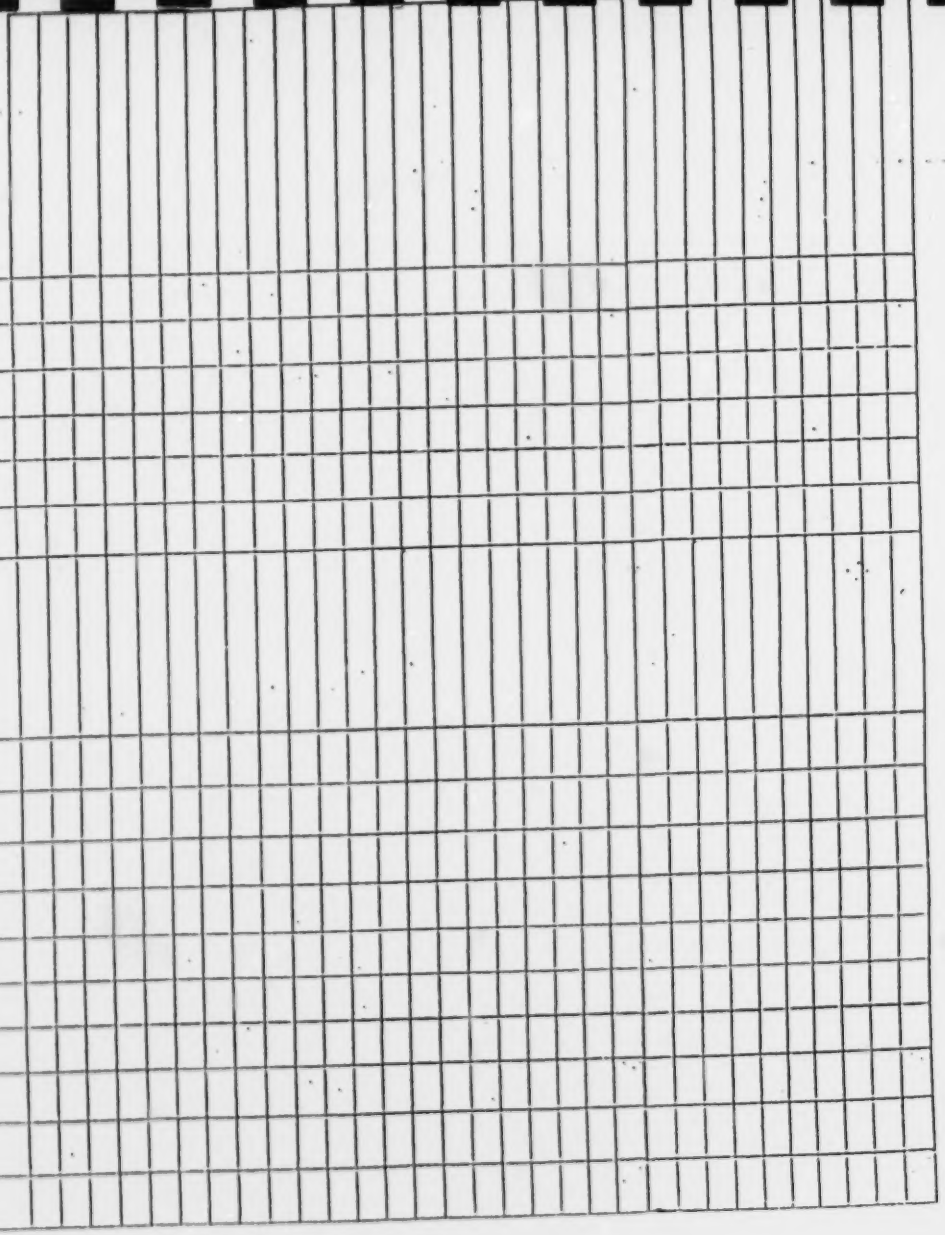
Getting Ready	- Nelson Key to Reading
Starting Out	- Nelson Key to Reading
Infant Introductory Book	- This Reader

READING LEVEL 1

COLOUR CODE RED

Readers:

Key Word 1a	- Ladybird Key Word
Key Word 1b	- Ladybird Key Word
Key Word 1c	- Ladybird Key Word
Lucky Dip	- Ladybird Sunstart
Fluff and Nip	- Happy Venture (Island Harbour)
Something New	- Nelson Key to Reading
Book 1	- New Caribbean Reader



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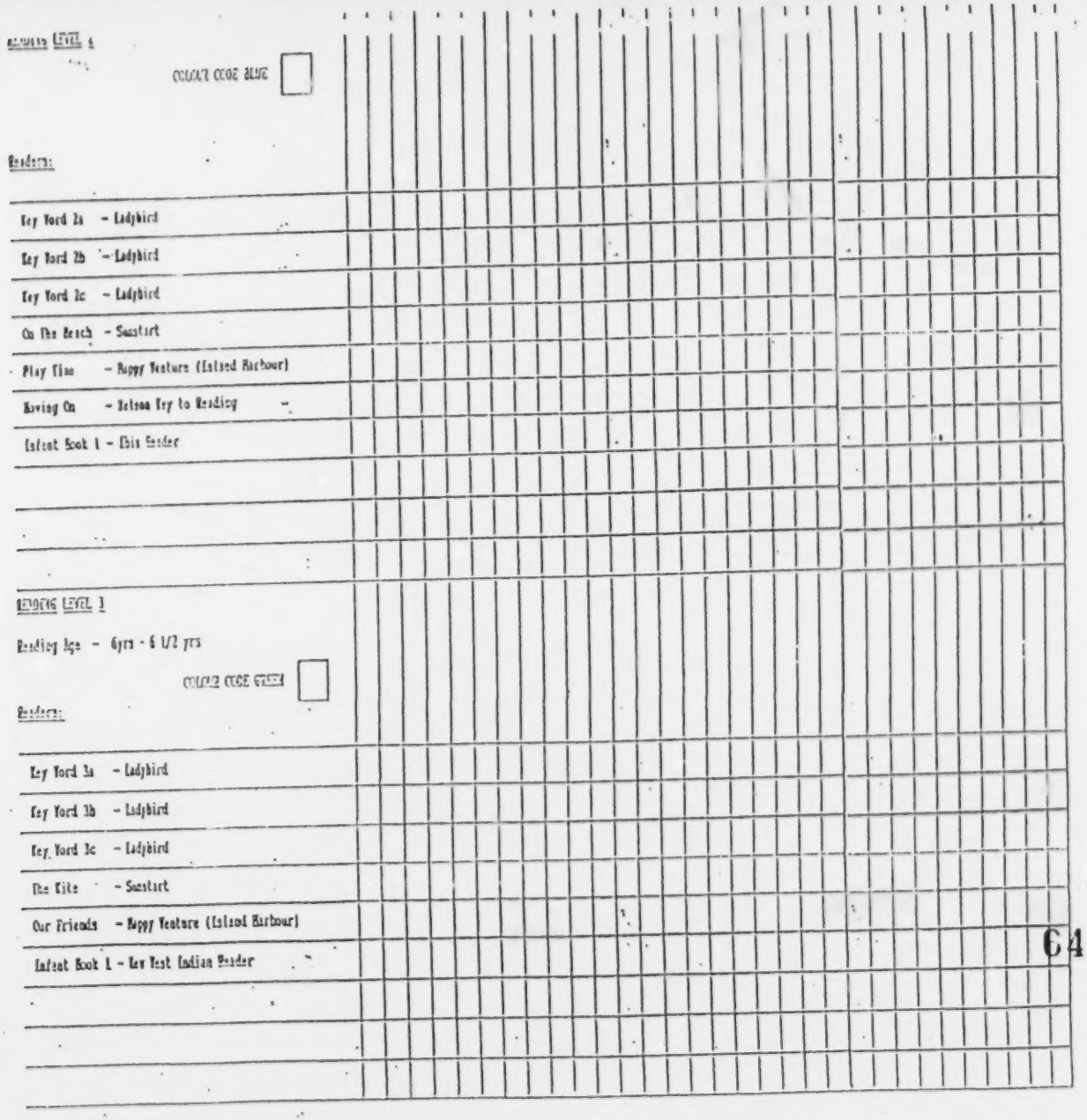

Readers:

Key Word 1a - Ladybird

Key Word 1b - Ladybird

Key Word 1c - Ladybird

On The Beach - Sunstart

Play Time - Happy Venture (Island Harbour)

Moving On - Nelson Key to Reading

Infant Book 1 - This Reader

READING LEVEL 1

Reading Age - 6yrs - 6 1/2 yrs

Readers:

Key Word 1a - Ladybird

Key Word 1b - Ladybird

Key Word 1c - Ladybird

The Kite - Sunstart

Our Friends - Happy Venture (Island Harbour)

Infant Book 1 - New West Indian Reader

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READING LEVEL 4

Reading Age - 6 1/2 yrs - 7 yrs

COLOUR CODE YELLOW

Revised 91

Key Word 4a	- Ladybird
Key Word 4b	- Ladybird
Key Word 4c	- Ladybird
Growing Up	- Happy Venture (Island Harbour)
Good Times	- Nelson Key to Reading
Infant Book 2	- Ibis Reader
3a	New Caribbean Reader
Infant Book 2	- Nelson New West Indian Reader
Key Word 5a	- Ladybird
Key Word 5b	- Ladybird
Key Word 5c	- Ladybird

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Reading Age - 7yrs - 7 1/2 yrs

COLOUR CODE PINK

Readers:

Key Word 6a	- Ladybird
Key Word 6b	- Ladybird
Key Word 6c	- Ladybird
Animals, Birds & Fish	- Ladybird Sunstart
Holiday Time	- Happy Venture (Island Harbour)
Infant Book 3	- Ibis Reader
3b	- New Caribbean Reader
Out and About	- Nelson Key to Reading
Introductory Book 1	- Nelson New West Indian Reader
Introductory Book 2	- Nelson New West Indian Reader
Key Word 7a	- Ladybird
Key Word 7b	- Ladybird
Key Word 7c	- Ladybird

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READING LEVEL 6

Reading Age - 7 1/2 yrs - 8 yrs

COLOUR CODE BROWN

Readers:

Key Word 8a - Ladybird

Key Word 8b - Ladybird

Key Word 8c - Ladybird

I Wish - Sunstart

Junior Book 1 - Ibis Reader

Junior Reader 1 - New Caribbean Reader

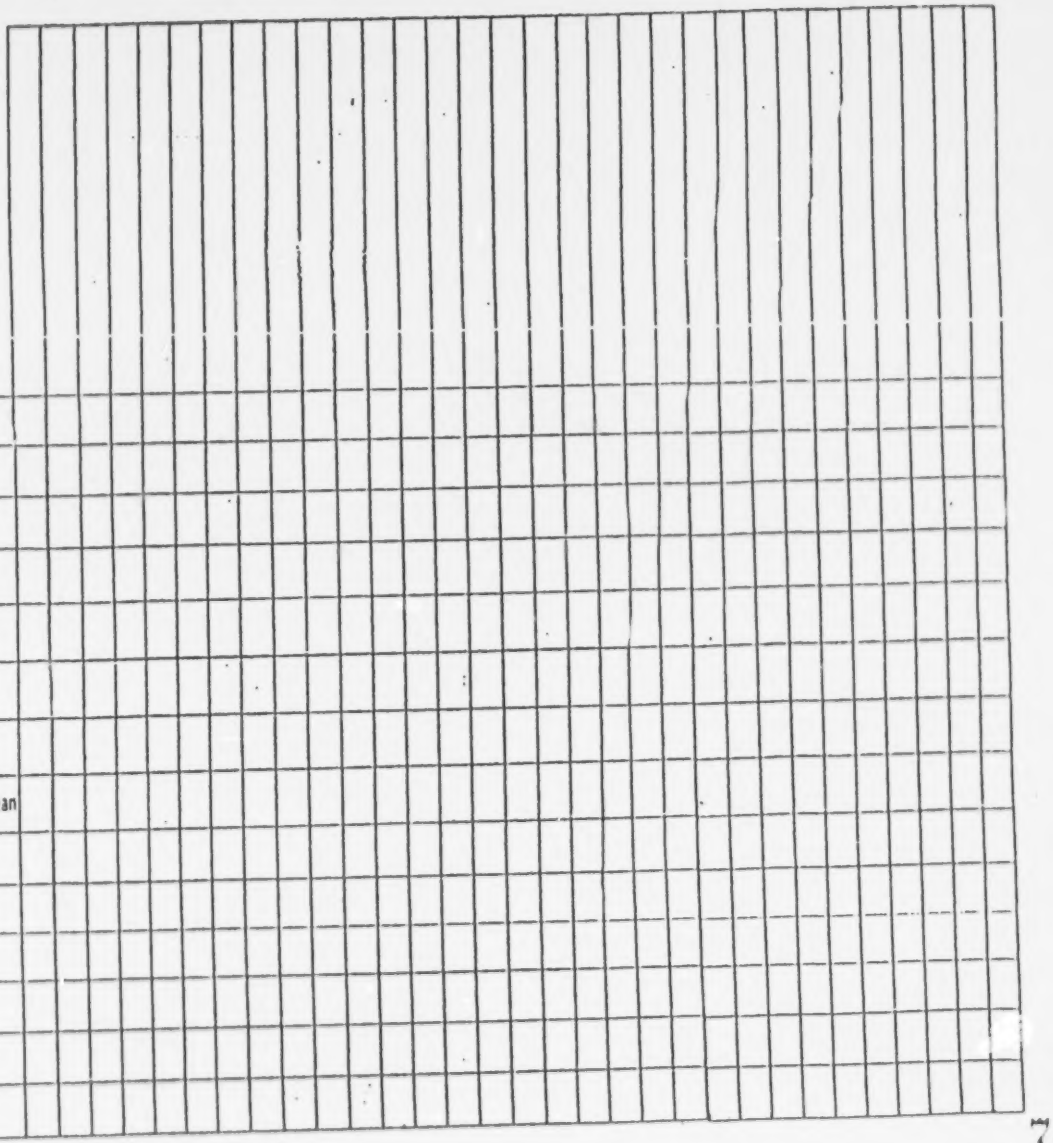
Book 1 - Nelson New West Indian Reader

Reading Book 1 - Junior Language Arts for the Caribbean

Key Word 9a - Ladybird

Key Word 9b - Ladybird

Key Word 9c - Ladybird



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READING LEVEL 7

Reading Age - 8 yrs - 8 1/2 yrs

COLOUR CODE BLACK

Readers:

Key Word 10a - Ladybird

Key Word 10b - Ladybird

Key Word 10c - Ladybird

Guess What - Sunstart

Junior Book 2 - Ibis Reader

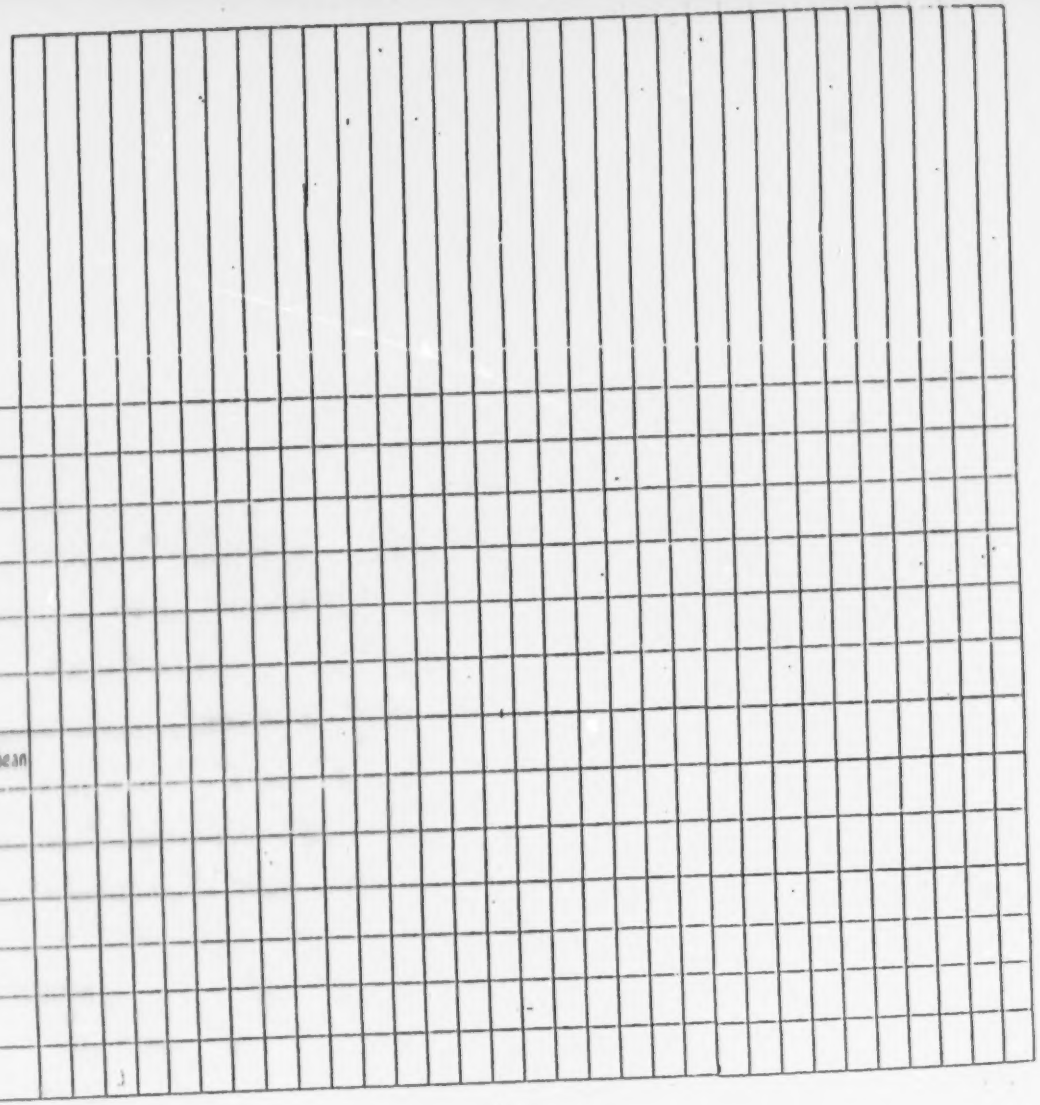
Junior Reader 2 - New Caribbean Reader

Reading Book 2 - Junior Language Art for the Caribbean

Key Word 11a - Ladybird

Key Word 11b - Ladybird

Key Word 11c - Ladybird



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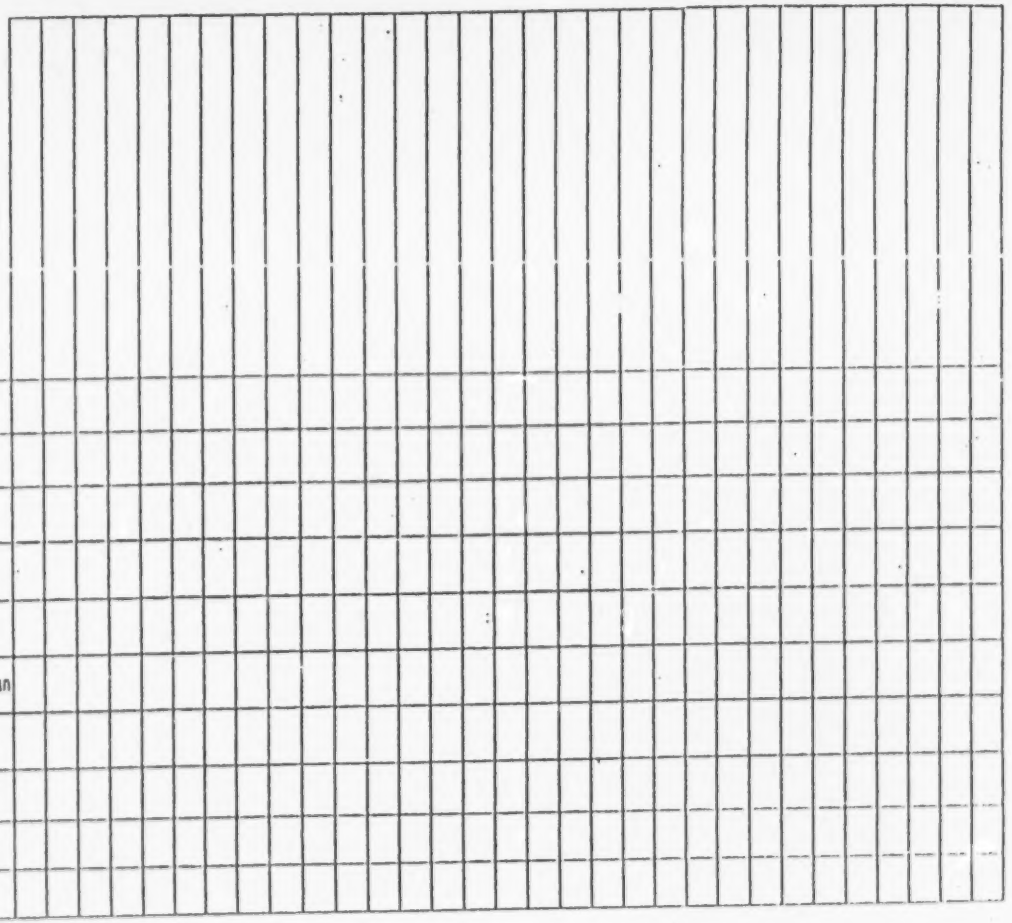
READING LEVEL 8

Reading Age - 8 1/2 yrs - 9 + yrs

COLOUR CODE LAVENDER

Readers:

Key Word 12a	- Ladybird
Key Word 12b	- Ladybird
Key Word 12c	- Ladybird
Junior Book 3	- Ibis Reader
Junior Reader 3	- New Caribbean Reader
Reading Book 3	- Junior Language Arts for the Caribbean
Book 2	- Nelson New West Indian Reader



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READING LEVEL 9

Reading Age - 10 yrs - 11 yrs

COLOUR CODE NAVY BLUE

Readers:

Junior Reader 4 - New Caribbean Reader

Reading Book 4 - Junior Language Arts for the Caribbean

Book 3 - Nelson New West Indian Reader

EXTENSION READING LEVEL 9

Reading Age - 11 + yrs

Readers:

Book 4 - Nelson New West Indian Reader

Book 5 - Nelson New West Indian Reader

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READING RECORD

NAMES OF STUDENTS	PRE-READING					WORD RECOGNITION					COMPREHENSION									FUNCTIONAL								
	Oral Expression/Vocabulary	Auditory Discrimination	Visual Discrimination	Left/Right Orientation	Interest	Sight Words	Phonics	Syllabication	Context Clues	Dictionary Skills	Main Idea	Significant Details	Detecting Sequence	Predicting Outcomes	Drawing Conclusions	Critical Reading	Vocabulary Development	Oral Reading	Reading Rate	Tables/Diagrams/Graphs	Symbols/Abbreviations	Map Reading	Parts of a Book	Reference Skills	Library Skills	Study Skills	Recreational Reading

READING CHECKLIST (Word Recognition)

Names of Students	Consonant Blends																					Final		Consonant Digraphs			
	br	cr	dr	fr	gr	pr	tr	bl	cl	fl	gl	pl	sl	sc	sk	sm	sn	sp	st	sw	tw	qu	ld	nd	sh	ch	wh	th

READING CHECKLIST (Word Recognition)

Names of Students	Consonant Sounds (Single)																				Short Vowel Sou		
	b	c	d	f	g	h	j	k	l	m	n	p	r	s	t	v	w	x	y	z	a	e	i

Appendix 4

THE READING CURRICULUM IS AVAILABLE FROM:-

Mrs Rhonda Connor
Co-ordinating Teacher Special Education Primary
Department of Education
The Valley
Anguilla
B W I

Appendix 5

THE TEACHING OF READING

THE TEACHING OF READING

1. All Teachers are responsible for teaching reading within their classes at whatever level.

2. Children who are struggling should have a reading lesson every day.

3. This can be an individual session while the rest of the class is engaged in seat-work. By taking the slower group individually during the day it should be possible to work with and hear each child read every day.

4. Where there are two or more classes at the same level in a school it is a good idea to band the children for the "reading period" into two or three group/classes according to number of teachers available.

5. When the classes are banded the more experienced teachers should take responsibility for Teaching Reading to the less able children.

6. All the children should have a wide reading experience at every level, i.e. children should not move relentlessly upward from level to level in any one reading scheme.

   They should read across a variety of reading schemes. Already in the schools are Ladybird Sunstart/Keyword and Reading Schemes. New Caribbean Readers, Nelson Key to Reading, Ibis Readers, Nelson New West Indian Readers.

   These books could be used up to class 4. The top levels of Nelson New West Indian Readers, New Caribbean Junior Readers and Ibis readers can be used in classes 5 and 6. However many children may already have read these books.

   At class 5 and 6 level it is advised that they should read novels, either independently in small groups or as a class.

   Top levels of the basal readers could be re-read as a basis for extending vocabulary, comprehension skills, i.e. sequencing, predicting, inferring, drawing conclusions, critical thinking etc. through discussion.

7. At every level from infants to class 6 the children must be encouraged to read independently for re-enforcement of skills learnt, for information and for pleasure.

8. Children should be exposed to a wide range of literature across the curriculum i.e. in Maths, Science, Social Studies, topic work using reference material, newspapers etc.

9. Children should be exposed to the full range of literature - classics, abridged for the younger children, fairy stories, myths and legends, true-life adventures, mysteries, time travel, detective stories, plays, etc. as well as Caribbean literature. Through this their imagination will be fired, they will begin to develop their own ideas as well as extending their world knowledge. Children will enjoy reading just for pleasure.

10. Teachers should talk to the children about the books they are reading to help them develop a critical appreciation of literature. This does not need to be a "lesson". A few minutes of discussion with an individual or small group is sufficient.

11. Children should be encouraged to talk to the class/each other about a "good read", write short "books reviews" about their books (keep these in a book in the library for class reference), identify favourite authors and recommend books to other children.

12. Children should keep a list of books they have read which would follow them from class to class.

13. Teachers should keep a library record to check on children's reading habits and likes and dislikes.

14. As children read more independently, relying on sight words, use of phonic skills, structural analysis, contextual clues, their reading skills and word attack skills will be consolidated and internalised together with a widening of world knowledge and vocabulary.

15. Everyone loves **LISTENING** to stories. Teachers should be able to **TELL** as well as read to all ages of children, from infants to class 6. For all children, a story/novel read as a daily serial will help develop attention and interest span, prediction, vocabulary, sequencing and all comprehension skills, as well as exposing them to new ideas, situations and imaginative writing.

    Stories for younger children should be carefully chosen with illustrations to aid interest and attention span and comprehension. The language should not be too for above them.

Appendix 6

VOLUNTEER READING PROGRAMME

VOLUNTEER READING

TUTORS

The Special Needs Teachers at the Primary Schools are looking for volunteer reading tutors, who are interested in working with small groups of children .

Tutors should be willing to commit themselves on a regular basis. Tutorial times will be arranged with class teachers.

Interested persons can contact any of the following.

Mrs Rhonda Connor
Education Deptartment
Tel. No. 2874/5
Tel. No. 6634 (Home)

Ms Dorothy Wearden
Education Department
Tel. No. 2874/5
Tel. No. 4017(Home)
4017

THE TEACHING OF READING

1. Motivate the students by:-

   (a) discussing the picture and/or the title of the story;
   (b) activate the children's previous knowledge and relate to their experience.

2. Discuss with the students what they think the story is about. Elicit from them through questioning the new words in the story.

3. Present these words of flashcards already prepared.

4. Engage in drill devices e.g. games to ensure that the words are learnt.

5. Before reading a page or story for the first time guide the children towards specific information.

6. Question the children to recall facts from the story. Discuss other information that can be obtained e.g sequencing, reasoning, values, judgement.

7. Let children read as a group and individually. Ensure that the other children are following by pointing with their fingers. Choose children to read at random or engage them in round robin reading.

GENERAL INSTRUCTIONS FOR RECORD KEEPING

1. A record **MUST** be kept of every session by Class Teacher and volunteer.

2. Volunteers should discuss their comments with the Class Teacher and vice-versa.

3. "Record of work" should include pages prepared, pages read, new sight words, sounds taught, comprehension, oral reading/fluency, child's attitude/willingness.

4. Any specific problems e.g., sounds and sight words, needing re-enforcement etc. should be noted under "Needs Work on".

5. Sight words needing reinforcement should be indicated thus

uncle

6. Sounds needing re-enforcement should be indicated thus /u/,/sp/

7. Letter names needing re-enforcement should be indicated thus u

8. A tick (√) through will indicate that the work is known.

9. If a reading book is taken home it must be noted in the record.

Department of Education
The Valley
Anguilla, B.W.I.

Fax: (809) 497-2908

Tel: (809) 497-2374/5

West End Primary School
West End
Anguilla

Dear

Our school has started a reading improvement programme. Your child _____. is included in this programme, which is being conducted by Class Teachers and volunteers.

You are invited to a meeting on _____ at _____ . so that you can meet the volunteers. During this time we can discuss your involvement and ways in which you can work with us to ensure that your child gains maximum benefit from this programme.

Yours sincerely,

.....
Class Teacher

.....
Head Teacher

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Appendix 7

DRAFT POLICY PROPOSAL FOR THE DEVELOPMENT OF SERVICES FOR CHILDREN WITH DISABILITIES IN ANGUILLA

DRAFT POLICY PROPOSAL FOR THE DEVELOPMENT OF SERVICES FOR CHILDREN WITH DISABILITIES IN ANGUILLA

1. Introduction

1.1 Of the c. 10,000 people living in Anguilla it would be expected that a certain proportion would have an impairment or learning difficulty, and that the proportion would include a number of children. This document deals with the development of services for these children with disabilities. Since the new Education Act makes schooling compulsory to age 17, the proposal refers to children and young people from 0 to 17 years.

1.2 The Community Development and Welfare Department has a list of children with disabilities. It contains the names of children whose families have contacted the Department, and is therefore not a full record of all those with disabilities.

1.3 Individual medical personnel are in contact with families with children with disabilities, but as yet there is no system of communication of information between the various agencies (Health, Welfare, Educational).

1.4 Ann Sullivan's survey, carried out on late 1991 gathered information about the numbers of children, and the nature of their disabilities, but it was recognised that there were bound to be omissions due to various factors, such as the lack of hearing or vision screening and assessments.

1.5 All children aged 5 to 17 years, known to have disabilities, with the exception of those who are not attending school at all (Note 1), are registered at their local Primary School, or at the Albena Lake-Hodge Comprehensive School. They are in normal classrooms with their peers. Since September 1992 there has been some specialist support teaching provided in the Primary Schools by a VSO Teacher. The Primary Teacher with responsibility for Special Education Needs has also been working with some of the children identified. Some volunteer help on a part-time basis has occasionally been enlisted in some schools.

1.6 At Albena Lake-Hodge Comprehensive School the Learning Support Department, established in September 1991, has provided support teaching for children with mild and moderate learning difficulties. There are no specialist teachers at the school for children with severe learning difficulties or physical or sensory impairments. From September 1994 some children, now in the Primary Schools, with SLD and sensory impairments will be transferring to the Comprehensive School.

2. Aim of the Policy Proposal

To provide services for all children in Anguilla identified as having disabilities (physical or sensory impairments, moderate or severe learning difficulties, emotionally or behaviourally disturbed) which will ensure their access to the same range of educational, social, cultural and employment opportunities as others in the community.

3. Principles upon which the Policy Proposal is based

(1) All children have certain rights including entitlement to an education which meets their needs.

(2) The Ministry of Education has a responsibility to provide an education for all children according to their needs and abilities.

(3) Parents and guardians are key people in the educational process, and should be fully informed and involved at every stage.

(4) All agencies (medical/health: welfare: education: training: psychological and social services) should work co-operatively and in co-ordination in order to meet the needs of children. (See 4.3).

(5) Early diagnosis of disability is essential.

(6) Screening and referral to relevant specialists or specialist agencies free of charge are essential.

(7) Review and record-keeping systems are essential in order to ensure the proper follow-up when referrals have been made.

(8) Opportunities for ongoing training for education, welfare and health personnel both on and off island are essential.

(9) The provision of adequate facilities, teaching equipment, premises, staffing, materials, diagnostic equipment and other resources are essential in order to meet the needs of children.

(10) Public education and awareness-raising of the community at large is essential.

(a) about the rights of children and adults with disabilities, for example, their right to access to public buildings - schools, halls, clinics, libraries - with the aim of reducing the stigma presently attached to disability and

(b) about people with disabilities as potential contributors to the economy of the society.

9i

(11) It is essential that structures are put in place so as to ensure that all personnel who are responsible for the provision of services for people with disabilities are accountable.

4. IMPLEMENTATION

During 1993/94 aim to:

4.1 Put systems in place for achieving

(a) the earliest possible diagnosis of disabilities in the child population 0 - 17 years:

(b) notification and referral to relevant specialist agencies, so that

(c) the necessary action can be taken to plan and start suitable programmes for children identified.

4.2 Identify and begin training of

(1) Clinic and other staff and volunteers who will be involved in assessment and screening:

(2) Teachers in each school who will be responsible for children with Special Educational Needs (Note 2):

(3) Two Generic Special Needs Teachers (Note 3):

(4) Ancillary Helpers/Teachers Aides, who will work with children with disabilities (Note 4)

(5) An Educational Psychologist (Note 5)

(6) A Speech and Language Therapist to work with children with little language or with speech difficulties. Such a person would also be able to work with stroke or accident victims whose speech is impaired (liaison with the Health Department) .NB. All training should include parental counselling

Note 2 The `Warnock' Report recommended that in each school there should be a teacher designated as responsible for children with Special Educational Needs. Their role would be to understand the needs of the children, to co-ordinate contact with parents, and specialists and agencies involved with the children and their families and to ensure that a programme is designed and implemented to meet the needs of the children in school.

Note 3 Two teachers are needed. The first should specialise in the teaching of children of children with severe learning difficulties and emotional and behavioural disturbance. The second should specialise in moderate learning difficulties and sensory/physical impairments.

Note 4 The `Warnock' Report states:

"Ancillary Staff can greatly help children with disabilities or serious difficulties, particularly those with physical disabilities, to become as self-sufficient as possible. Their support is of particular value to teachers at certain times of day, especially in dealing with severely disruptive children, including those with difficulties of an autistic or hyper-active kind" (Para. 8.43).

Note 5 The `Warnock' Report recommended:

"A target of at least one educational psychologist to 5,000 children and young people up to the age of 19" (Para. 14.12). It may therefore be expected that a person employed as an Educational Psychologist in Anguilla may, in the longer term, work for half their time in such a capacity. The person identified would need to be a trained teacher, and so they could be employed for the other half of their time as a specialist support teacher for children with learning difficulties and emotional, behavioural disturbance.

However, initially, since there has been no work done yet with children needing the expert help of an Educational Psychologist, the work-load is likely to be quite heavy, and would occupy a person fully in the Primary and Comprehensive Schools, working unit.

4.3 Set up a multi-disciplinary advisory group (Health, Education and Welfare Departments), who will meet regularly to keep all matters relating to children with disabilities under review, including calling `Case Conferences' regarding children

The `Warnock Report (Para. 16.3) states:

"information should be shared between those professionals concerned with meeting the special needs of a particular child" and "information about any special needs that a child may have should be passed to community services, including the education service where appropriate, as quickly as possible after his/her birth so that suitable provision can be made for him/her without delay" and "information about a child's special educational needs should be given to the headteacher when the child starts school". "We cannot stress too strongly that the effective development of special education... requires whole-hearted co-operation between the health, social and education services" (Para. 15.1)

"relevant information should be shared between professionals concerned with meeting an individual child's needs whenever that is in the best interests of the child and his/her parents. In the majority of cases these interests will coincide but where they diverge the child's interests must take precedence" (Para. 16.7)

4.4 Make financial provision available so that families with children with disabilities can be supported in order that the child is able to function as normally as possible (for example, provision of hearing aids, spectacles, surgery, specialist attention on or off island).

4.5 Identify organisations and individuals who will plan and implement a public education and awareness-rising programme regarding people with disabilities in the community - for example, using radio and TV broadcasts, and publishing and circulating leaflets relating to various disabilities and the services available.

4.6 Seek funding for and begin ordering specific equipment and other material resources for diagnostic and teaching purposes.

4.7 Begin the process of identifying or planning suitable physical premises based at two primary schools which would be units for children with special Education Needs.

The requirements for these premises would include:

(1) `classroom' size room with `office' and small kitchen attached

(2) low sink

(3) carpeted floor with tiled area

(4) electric socket

(5) built-in low counter tops with storage space beneath

(6) `safe storage space i.e. built-in cupboard with lockable door

(7) pinboarding at child height

(8) blackboard

(9) good lighting and ventilation

(10) easy access to child and adult washing and toilet facilities

(11) child and adult furniture

(12) flexible drawer-type furniture for storage

(13) bookshelves (moveable)

(14) `house-play' furniture

SEVERE LEARNING DIFFICULTIES

Primary School A would take the children with severe learning difficulties needing full-time separate education with social integration in the extra class attached to the school. When a child has been assesses by all the relevant agencies as being in need of full-time separate education, there would be full consultation with his/her parents or guardians. Their agreement would be sought and they would be asked to register their child at the school with the additional facilities. Transport to and from the school would have to be provided in the case of children who live out of the normal zone of the Primary School.

At present it is estimated that there are at least nine children with severe learning difficulties and/or emotional/behavioural disturbance who would benefit from being educated in a full-time Special Class. The children are aged 5 to 14, and have very varied needs. The Special Class would need a full-time trained trained teacher and a full-time (or equivalent) teacher's aide/ancillary helper to function effectively. It would be expected that as the programme develops the children would join in with some activities with their peers in the Primary School.

MODERATE LEARNING DIFFICULTIES

Primary School B would provide part-time intensive teaching for children with moderate learning difficulties, in the Special Class attached to the school. Children assessed as being in need of intensive, small-group teaching, would, in consultation with their parents or guardians, be withdrawn from their normal classroom for a number of sessions each week. Transport would need to be provided in the case of children attending other Primary Schools. The Special Class would be staffed by a trained teacher and teacher's aide, who would provide the teaching in the class and who would also liaise with the children's mainstream class teachers. They would spend part of their time working with children with physical/sensory impairments in their classrooms (see Appendix A for details). The Unit would act also as a Centre for all Special Education Needs staff, and would house resources for use by the peripatetic support staff visiting schools to advise class teachers about the teaching of children with literacy problems. The units would need to be well resourced with a variety of learning materials to meet the special needs of the children. An equipment list is being drawn up at present.

5. PRE-SCHOOL EDUCATION AND DAY CARE CENTRES

5.1 The role of pre-school teachers and carers in helping to identify children with disabilities is of course very important. Since the island's Pre-schools and Day Care Centres are managed by the churches or by private individuals, it will be important to ensure their involvement and active participation in training initiatives and assessment and referral systems run by Government agencies. Liaison between the Pre-Schools, Day Care Centres and Government Departments (especially Education) will best be achieved by the appointment of a Co-ordinator for Early Years.

5.2 When a child has been identified as having an impairment or learning difficulty, the Early Years Co-ordinator would, in consultation with all the relevant agencies, ensure that he or she obtains a place at a Pre-School, and that a programme is developed there to meet his or her needs.

The `Warnock Report recommends that "the education of children with disabilities must start as early as possible without any minimum age limit" (Para. 5.2-3).

5.3 Financial support should be made available to ensure that children with disabilities can enter Pre-School as soon as they are three years old.

5.4 At present five pre-school age children are known to have impairments or learning difficulties.

6. CONCLUSION

6.1 The `Warnock' Report stated:

"The planning of services for children and young people should be based on the assumption that about one in six children at any time, and up to one in five children at some time during their school career will require some form of special educational provision" (Para. 3.17). The present Policy Proposal aims to lay the foundations for a system of provision which will effectively meet the needs of the 20% of Anguillian children and young people who will experience problems with learning during their school career.

MILD LEARNING DIFFICULTIES

6.2 The group of children with Special Educational Needs will be those who experience problems with learning to read and white. Their needs will usually be met in a mainstream classroom, with the advice and support of a specialist teacher. It is hoped that each Primary School will, in the near future, have the services of such a teacher.

6.3 A smaller, but significant proportion of children, will because of their impairments and/or learning difficulties need full or part-time separate educational provision. It is essential, however, that such children are always valued, and made to feel part of the whole school community.

6.4 The benefits to the system as whole of establishing good Special Educational Needs provision are likely to be very noticeable. Effective Special Educational Needs teaching depends on diagnosis of need and the implementation of properly planned programmes of instruction which are designed to meet individual children's needs. These are the characteristics of effective educational provision for <u>all</u> children, and so the presence in schools of teachers, and teacher's aides, who have been trained in this way should have the effect of raining the awareness of all teachers, for the benefit of the school population as a whole.

Appendix 8

REFERRAL PROCESS FOR CHILDREN THOUGHT TO HAVE LEARNING DIFFICULTIES

Appendix 8

REFERRAL PROCESS FOR CHILDREN THOUGHT TO HAVE LEARNING DIFFICULTIES

1. All teachers must be vigilant in their observation of children in their classes for signs of learning difficulty.

2. If any child is thought to be showing signs of learning difficulty the problem must be discussed with the Headteacher and the parents. The Special Needs Co-ordinator must be informed via the Headteacher using the pink information Form with copies of the Education Officer Primary (EO Pri) and Class Teacher (Cl T) for child's profile.

3. At this stage, intervention should be through a special needs teacher, who should discuss the problems with the Class Teacher, make suggestions for remediation and, together with the Class Teacher, closely monitor the child's progress.

4. If it becomes obvious that the child's needs cannot be met in mainstream, permission for further investigation must be obtained from the parents.

5. At this stage the Headteacher, in liaison with the Special Needs Teacher, should refer the child for further investigation on the yellow Referral form, to the Special Needs Co-ordinator with copies to EO Pri. and Cl T. for child's profile.

6. The Special Needs Co-ordinator will supply the Headteacher with a Primary Assessment booklet to be completed in detail by the Cl T with parent's input.

7. Based on information supplied the Special Needs Co-ordinator will refer the child for full assessment to the MLD or SLD class teacher.

8. The child will be assessed in his/her own school.

9. The results will be discussed with the Special Needs Co-ordinator who will then discuss them with parents and Class Teacher in Primary School.

10. If placement in a special class is necessary, parents and child will be invited to visit Road or Stoney Ground and informed of any necessary changes in routine (information sheet).

12. The child transferring to Stoney Ground will remain at his/her own school/pre-school for the month of September.

13. All children will be settled into new routine by the end of September.

POINTS OF REFERRAL AND ASSESSMENT FOR SPECIAL CLASSES

1. Class/Headteacher fills in Information (Pink) form for co-ordinator.

2. Class/Headteacher fills in Referral (Yellow form for co- ordinator.

3. Primary assessment forms to be completed by class teachers.

LENTEN TERM

4. Referral by co-ordinator to MLD/SLD teachers for assessment.

TRINITY TERM

5. Children will be assessed in their own schools.

6. Results will be discussed with MLD/SLD teachers at Road/Stoney Ground and with class teacher/Heads/Parents and Co-ordinator at present school if placement in Special Class is necessary.

7. Initial visit to Special Class by parent/child.

MICHAELMAS TERM

8. Settling in visits at beginning of new school year.

9. Children should be settled in by end of September.

TO CO-ORDINATOR FOR SPECIAL NEEDS

FOR YOUR INFORMATION

CHILD'S NAME.....D.O.B.....

PARENTS NAME.....TEL NO.....

SCHOOL.....CLASS.....

CLASS TEACHER.....

This is to inform you that the above child has been noted by the Class Teacher s having possible learning difficulties. This has been discussed with the parents.

Signed.....Headteacher

Date.....

c.c: Education Officer.
Primary Class Teacher (child's profile)

TO CO-ORDINATOR FOR SPECIAL NEEDS

REFERRAL FORM

CHILD'S NAME.....D.O.B.....

PARENTS NAME.....TEL NO.....

SCHOOL.....CLASS.....

CLASS TEACHER.....

The above child is referred for further investigation.
Parents permission has been obtained.

Signed.....Headteacher

.....Special Needs Teachers

Date.....

c.c: Education Officer,
Primary Class Teacher (child's profile)

Appendix 9

PRIMARY SCHOOL REFERRAL FOR SPECIAL NEEDS

ASSESSMENT/PLACEMENT

SPECIAL NEEDS SERVICE

DEPARTMENT OF EDUCATION

ANGUILLA

PRIMARY SCHOOL REFERRAL FOR SPECIAL NEEDS ASSESSMENT/PLACEMENT

Please note that Parents will have access to all information written on this referral.

Confidentiality should be observed.

A. PERSONAL DATA

Admission: _____

Name: _____
Surname Christian Name Other Name

Date of Birth: _____

Sex: _____

Nationality: _____

Religion: _____

Name of Parents/Guardian: _____

Relationship (if Guardian): _____

Address: _____

Telephone No.: Home _____ Work _____

Number of Persons in Home: _____

Position in Family: _____

Mother Tongue: _____

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B. HEALTH AND IMMUNIZATION RECORD

Vision: _____

Hearing: _____

Speech Defects: _____

_____

_____

Large Muscular Co-ordination: _____

Small Muscular co-crdination: _____

Other Handicaps : (eg allergies, medical disabilities) _____

_____

_____

ADDITIONAL INFORMATION

_____

_____

_____

_____

_____

ATTENDANCE RECORD

SCHOOL: .....

ME: .....

GRADE	CODE	COMMENTS ON ATTENDANCE	COMMENTS ON PUNCTUALITY
INFANT I Term I			
Term II			
Term III			
CLASS I Term I			
Term II			
Term III			
CLASS II Term I			
Term II			
Term III			
CLASS III Term I			
Term II			
Term III			
CLASS IV Term I			
Term II			
Term III			
CLASS V Term I			
Term II			
Term III			
CLASS VI Term I			
Term II			
Term III			

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ATTENDANCE CODE DESCRIPTION

A 91 - 100%

B 81 - 90%

C 66 - 80%

D 50 - 65%

E UNDER 50%

NOTE

Only factual information should be given about attendance and punctuality. Where possible, reasons for extended absence should be indicated.

Comments on punctuality must be taken into consideration. Circumstances beyond the child's control, such as transportation, traffic etc which may cause late arrival at school.

C. NATURE OF THE PROBLEM

1. Description of the child's difficulties.

_____

_____

_____

2. When were these difficulties first noted?

_____

_____

_____

3. When were the parents first informed of the child's difficulties?

_____

_____

_____

4. Do you suspect any physical condition which may be linked with the child's difficulties? (eg speech defect; defects of vision or hearing etc)

_____

_____

_____

5. Do you think that the child's difficulties could be caused, wholly or partly, by factors outside the child? (eg irregular attendance, frequent changes of school or teachers, oversize classes, home circumstances etc.)

_____

_____

_____

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D. SCHOOL'S MANAGEMENT OF THE PROBLEMS

Has special attention been provided in school to help the child (eg remedial education in school or elsewhere). Indicate in some detail:

1. The measures taken and methods employed.

_____

_____

_____

2. How long have you been using these procedures?

_____

_____

_____

3. To what extent has the child made progress (eg direction and extent; signs of deterioration)?

_____

_____

_____

E. EDUCATIONAL STANDARDS

1. LANGUAGE:-

(a) Describe the child's spoken language in terms of

Vocabulary

_____

_____

_____

Pronunciation

_____

_____

_____

Sentence structures

_____

_____

_____

(b) Specify any problems the child has in understanding spoken language.

_____

_____

_____

(c) Comment on the child's communication skills eg participations in discussions; listening skills/ability; conversation skills etc.

_____

_____

_____

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2. **READING:-**

Record the child's chronological age, reading age and details of test used.

C A	Reading Age	Name of Test	Date of Test

Comment on the child's:

(a) Reading fluency

_____

_____

_____

(b) Reading accuracy

_____

_____

_____

(c) Reading comprehension

_____

_____

_____

If appropriate, stipulate the Reading Scheme and the level on the scheme which the child has reached.

_____

_____

_____

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3. HANDWRITING:-

Describe the child's standard and style of writing eg printed/cursive: neat/illegible etc.

4. SPELLING:-

Record child's chronological age. spelling age and details of test used.

C A	SPELLING AGE	NAME OF TEST	DATE OF TEST

Comments:

5. MATHEMATICAL SKILLS

Record operations the child can cope with and to what level.

6. PRACTICAL AND CREATIVE SKILLS:-

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7. PHYSICAL SKILLS AND INTERESTS:-

8. SPECIFIC SKILLS AND INTERESTS:-

(eg Music, Games, Crafts, other subject; school clubs or activities etc)

F SOCIAL SKILLS

Describe:

1. The child's behaviour in the classroom and on the playground.

2. The child's relationships with other children.

3. Relationships with adults.

4. Work Habits (eg works independently).

5. Any special characteristics (eg solitary, timid, moody, or any significant anti-social behaviour, eg stealing, aggressive destructive etc).

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5. Any special interests or hobbies at home or at school.

FAMILY FACTORS:

1. Describe the views and attitudes of the parents when you discussed the child's difficulties with them.

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2. Are there any special family circumstances which you feel are significant?

H OTHER OBSERVATIONS:

Date _____ Signed _____
Class Teacher

Date _____ Signed _____
Head Teacher

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Appendix 10

POLICY PROPOSAL FOR ALL ISLAND SCREENING

FOR VISUAL IMPAIRMENT

PROPOSAL:-

(a) To identify children with visual problems

(b) to set up referral to relevant personnel

(c) to provide rehabilitation services

The screening of all children entering primary school (approximately 280 in September 1992) and secondary school (200 in September 1992). September 1993 will commence July 1993 on an annual basis - given the personnel School Health Programme 1992.

A screening of the school-age population, approximately 2300 children aged 5 - 17, is necessary to identify children with vision problems, already in the school system.

Through the Ministries of Health and Education, it is proposed to set up this one-time screening procedure using volunteer personnel.

PROCEDURE

1. Notification from Health and Education to all Headteachers of a whole school vision screening programme to take place on the premises.

2. Visit screening personnel to the Headteachers to discuss details of screening; dates of visits; numbers of children to be screened; suitable room; distribution of record forms for completion by class teachers prior to visit.

3. Screening personnel (teams of 2) will visit schools and work through classes, using nine-letter charts/E chart depending on ability of pupil. Parents will be informed of the result and advised on necessary action if child fails the test. The name and number of a Special Needs Teacher will be given as a contract. Copy letters will be put into child's profile.

4. Copies of the record forms will be sent to Chief Minister's Office, Chief Education Officer, local clinic nurse and Welfare Department.

5. Parents will be advised to consult:-

   (a) Optometrist (Failure rate - over 6/9)

   (b) Ophthalmic Nurse/Medical Officer/Private Doctor if eye problems are noted (conjunctivitis, etc.).

6. Children identified as having severe vision problems will be referred for appointment with Ophthalmologist, and to Education Department (Special Needs).

7. All agencies should liaise and information from Ophthalmologist, etc, fed to Health and Education for records and for attention of Special Needs Teacher if necessary.

8. Children with specific conditions should be reviewed regularly - role of the Special Needs Teacher/parents will be to ensure that reviews take place.

PERSONNEL

(1) For whole school screening - at least 4 volunteers (already identified).

(2) For annual screening (rising 5 and 11 +):-

Clinic nurses with additional personnel to assess during July/August (Hearing assessment also at this time). Referrals from this screening as above.

This type of screening will identify myopes - it will not identify children with other vision problems.